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ABSTRACT

The purpose of the Rural Library Training Project was to design, implement, and evaluate a basic training curriculum for the staff of rural libraries in Alberta, Canada. This Phase Four Summative Report describes project activities carried out from April 1, 1986 through June 30, 1987. These activities included the completion of the field test, the development and revision of courses, and the development and test of a province-wide delivery system. This report, which includes the overall evaluation of the project, provides data on both pilot and province-wide students; an evaluation of the impact of the program upon library service, based on responses from both the students and their employers; an analysis of course delivery costs; and a description of the province-wide network used to deliver the courses during the 1986-87 academic year. The external evaluator's summative report is included at the end of the report. Appendices, which constitute about half the document, include student profile data; 1986-87 course evaluation data; student and supervisor pilot test evaluation forms; student and pilot test evaluation data; fall 1986, winter 1987, and projected delivery costs; and a table depicting the ODEA (Organizing Distance Education Alternatives) Mode Filter model. (Author/KM)

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Phase Four
Final Summative Report

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RURAL LIBRARY training project

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A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

PHASE FOUR

FINAL SUMMATIVE REPORT

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Southern Alberta Institute of Technology
Grant MacEwan Community College

October 1987

This is the fourth and final report published by the Rural Library Training Project. The three previous reports are available from the Educational Resources Information Center.

ED 257 466 **First Phase Report**
ED 265 869 **Phase Two/Three First Interim Report**
ED 272 210 **Phase Two/Three Second Interim Report**

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An innovative project jointly funded by Alberta Advanced Education, Grant MacEwan Community College, and the Southern Alberta Institute of Technology.

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Rural Library Training Project

Phase Four
Final Summative Report

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ABSTRACT

The purpose of the Rural Library Training Project was to design, implement and evaluate a basic training curriculum for the staff of rural libraries in Alberta. Phase One of the project began on December 1, 1984 and the activities of that phase through March 31, 1985 are described in the **First Phase Report.** The **Phase Two/Three First Interim Report** described the activities from April 1 through September 30, 1985. The **Phase Two/Three Second Interim Report** described the activities from October 1, 1985 through March 31, 1986.

From April 1, 1986 through June 30, 1987, the activities of the Rural Library Training Project included the completion of the field test, the development and revision of courses, and the development and test of a province-wide delivery system.

This **Phase Four Final Summative Report** addresses the overall evaluation of the project. Data concerning both pilot and province-wide students are included, as well as an analysis of course delivery costs and a description of the province-wide network used to deliver the courses during the 1986-87 academic year. This report also includes an evaluation of the impact of this program upon library service. This evaluation is based on responses from both the students and their employers.

The external evaluator's summative report is included at the end of the report.

Report prepared by
Marilyn Ming and Gary W. MacDonald

PROJECT OBJECTIVES

Throughout the project the three original phases of needs analysis, curriculum development, and field test have overlapped. Phase Four reflects this same mixture of activities with both course development and field testing continuing along with the province-wide delivery of courses, and the beginning of a Phase Five dedicated to expansion and on-going maintenance. The activities of the project from its beginning in December 1984 through March 1986 are detailed in the three previous reports: **First Phase Report, Phase Two/Three First Interim Report,** and **Phase Two/Three Second Interim Report.** In each of these documents, progress on several research questions was reported.

Project Objectives

The five original questions to be answered by the Rural Library Training Project were listed in the **First Phase Report** as follows:

At the end of the project the summative evaluation will measure the project's success at achieving its original objectives by answering the following questions:

1. To what degree have the project's curriculum and instructional units met the training needs of rural library staff and produced a measurable increase in library competence?

2. To what degree has the project designed and developed a delivery system and network that can continue to provide library skills training in a cost effective manner?

In addition, throughout the project three specific areas of research will be addressed ...

1. What is the nature of the training needs common to library staff in rural public and school libraries and what are the demographics of this target group?

2. What is a cost-effective method of delivering training of this nature to such a thinly distributed population?

3. How can the resources of many types of institutions be organized into a delivery network to effectively deliver this training?

Research for these questions actually fell into three categories:

- how the curriculum and courses meet training needs and produce an increase in the library competence of rural library staff,

- how delivery of these courses can be cost effective, and

- how other institutions and delivery networks can be used effectively.

This report addresses the issue of increased competence by examining data collected from province-wide students, pilot students, and employers of the pilot students. Other sections of the report describe an analysis of course delivery costs and the cooperative delivery network that was used during the province-wide delivery of courses.

STUDENT DEMOGRAPHICS

During the 1986/87 school year, two groups of students were enrolled in Rural Library Training Project courses. While the original group of pilot students continued to field test new courses, previously tested and revised courses were offered to a province-wide group of students. This section contains data from both groups.

As part of the enrollment procedure, all students (pilot and province-wide) complete student profile sheets which contain questions about demographic characteristics. In the **Phase Two/Three First Interim Report,** these data from pilot students were compared with the same demographic data from the needs assessment of the province undertaken at the beginning of the project.

The profile data from all students are reported in Appendix A and summarized in this section. As with the pilot students, the data from all the students show that they continue to be representative of the population surveyed during the needs assessment. Comparisons in the remainder of this sections are between the data reported in the First

Student Demographics

Phase Report, Appendix I and Appendix A of this report. The table references below are to the data in Appendix A.

The current student population is predominately female with a mean age of 35 years (Table 1), slightly younger than in the initial survey. The majority (86.7%) are married and 90% have children (Tables 2 and 3).

As with those surveyed during the needs assessment, most of the students (82%) are library aides, librarian, and clerks. The remainder consist of teacher-librarians, library technicians, volunteers, and library board members (Table 4). They work a mean of 21.3 hours a week and have worked a mean of 5 years in the library with 21% having worked more than 9 years in the library (Tables 5 and 6). The mean in the initial survey was 6 years of library work. About one-third (37%) work in public libraries, 52% in school libraries, and 10.5% in combined school/public libraries (Table 7). As public librarians only comprise 28% of the overall rural librarian population (according to the needs assessment survey), the data suggest that public librarians are more likely than school librarians to enroll in the program.

Most of the students who work in school or combined school/public libraries are working with elementary level children (83.5%). However, almost two-thirds (64%) are also working with junior high students. Only 27% of the school library staff work with senior high students (Table 8).

The mean number of books held by the students' libraries is 12.6% larger than those surveyed in the initial needs analysis (8967 versus 7965; Table 9). The mean number of periodical titles held is also slightly larger (28.7 versus 25; Table 10), and the mean number of audiovisual items held is more than twice that in the initial survey (371.5 versus 175.4; Table 11). The large discrepancy between the mean and the median for number of audiovisual items indicates a skew in the data but even the median is substantially higher (40 versus 29.8). These data indicate that either the students enrolled in the program come from libraries with larger collections than those students in the initial survey, or the larger numbers reflect the natural growth in collection sizes throughout the province in the time period since the needs assessment.

Students supervise a mean of two other people, although one-third do not supervise any part-time help and half do not supervise any full-time help (Table 11). The needs assessment survey collected different data on supervision which precludes a comparison.

The educational background of the students remains about the same as that of the earlier population with only 15.1% having less than a high school diploma (versus 16% in the initial survey) and about 59.1% (versus 62.5%) having some courses, a diploma or a degree after their high school diploma (Table 13).

Student Demographics

In summary, the students in the program generally reflect the overall potential student population identified in the 1984 needs assessment survey (and reported in the **First Phase Report**). Two differences that are worth noting emerged.

1. Librarians from public libraries are more likely, proportionally, to enroll in the program than school librarians.

2. Students tend to come from the larger libraries, although some of the differences may simply reflect natural growth in collection size since 1984.

STUDENT PERFORMANCE AND PERCEPTIONS OF COURSES

The statistical analysis on which the discussion in this section is based utilizes final course grades and data from the course evaluation form (see **Phase Two/Three Second Interim Report,** Appendix B) completed by students at the end of each course.

The data from the final grades and course evaluations were first analyzed by developing frequency distributions. A sub-group analysis based on delivery mode was performed using chi-square tests on the four courses which were delivered in more than one mode. A further sub-group analysis based on type of library was performed using chi-square tests. This last analysis was performed on the course materials section of the evaluation data where more than five percent of the students responded negatively and on all the items in the delivery and instructor sections. All analysis was conducted using Minitab, version 5.1.3. Results were deemed statistically significant if the probability of error was less than one-twentieth (i.e., $p < .05$).

Student Performance and Perceptions of Courses

Appendix B presents the details of the analysis of data gathered for the four courses which were still in the field test phase and for the seven courses which had been tested, revised, and delivered province-wide. The data include information compiled from 676 students of whom 76 were also enrolled in field test courses during the 1985/86 school year (Table 1). Total enrollment from September 1986 to May 1987 was 735 (*). Of these 65.5% were enrolled as telephone-tutored correspondence students, 21.2% as teleconference students, and 13.3% as on-site students (Table 2).

1. **What were the students' final grades?**

The final grade in the RLT courses is based on a weighted combination of assignment scores and the final exam score. Usually the exam is worth 25 to 30% of the final grade. The RLT courses use SAIT's Library and Information Technology grading scheme to translate weighted scores into letter grades as follows:

Letter Grade	Verbal Description	Weighted Scores
A	Excellent	95.00 & over
A-	Excellent	90.00-94.99
B+	Commendable	86.67-89.99
B	Commendable	83.33-86.66
B-	Commendable	80.00-83.32
C+	Satisfactory	76.67-79.99
C	Satisfactory	73.33-76.66
C-	Satisfactory	70.00-73.32
D+	Minimal Pass	65.00-69.99
D	Minimal Pass	60.00-64.99
F	Failure	59.99 & under

As with the pilot students, the final grades reflect the overall high achievement attained by the students (Table 3).

(*) The number of course evaluation forms completed for each course is less than the total enrollees for two reasons: (1) all the forms had not been received at the time the statistical analyses were performed, and (2) forms for those courses which were delivered as a Fall pilot course and then revised for Winter province-wide delivery are only included in the statistical analyses for the revised version.

2. **How did the students assess the course materials?**

The students rated the course materials very positively (Table 4). In almost all areas, 90% or more of the students in every course responded positively to questions about the understandability, the quality of the materials, the logical step-by-step sequence, the currency, the appropriateness of assignment content, the quality of audio-visual material where used, the exams as measures of achievement, and the applicability and effectiveness of the textbooks where used.

In four courses, 10 to 17% of the students thought the course content was not relevant. These courses include the study skills section of RLT 9/10, Introduction to Library Training, where several students thought they did not need those study skills, RLT 24, Collection Development, Readers Guidance and Programming for Children, which was taken by some students who do not deal with children, and RLT 32, Microcomputer Applications for Small Libraries, which was taken by some students who did not have a microcomputer.

In the three courses where over 10% of the students expressed concern about the comprehensiveness of each course, some students reported that the materials were too comprehensive while others felt they were not comprehensive enough.

Approximately 12% of the students in RLT 24 expressed concern about the length of the assignments. More specifically, in RLT 24 students have a choice of the amount of work to complete; for example, in one assignment, students may report on four books for an "A", three for a "B", and so on, so that students with less time to spend can still pass the course although with a lower grade than those who work more on the assignments.

Similar concerns were expressed by a significant percentage of students in the four pilot courses. As with other courses that have been revised, the student comments about the assignments are carefully considered by the course authors in completing the revision of the course. However, the following paragraphs briefly describe the problems and their solutions.

For RLT 21, Communication Skills, 17% of the students stated that the content of assignments was not relevant. This percentage represents three students whose comments indicate that the relevancy of the content was not actually the problem. Their comments were:

- It is not relevant because my job is different [student is no longer working in library],
- Some assignments too long, should have two [inappropriate response for this question],

- The assignments were very appropriate to what was discussed in the modules; however, they were not at all clear and often required reading between the lines.

The directions for the assignments have been made much clearer in the revised version of the course.

Length was a more serious problem, with almost half (43.8%) of the students marking this as inappropriate. The primary problems seemed to be with two assignments. In revision, checklist of requirements was included, clearly indicating how much work is required to complete the assignments.

For RLT 25, Collection Development, Readers Guidance, and Programming for Young Adults, length of assignments was listed as the only problem. The students' comments indicated that the problem was primarily a difficulty in locating the materials that the students thought were necessary for completing the assignments. The revised assignments clearly indicate that the resources listed are suggestions only, and that other materials by the same authors are suitable resources.

For RLT 27, Acquisitions, students expressed concern with the length of two assignments. These assignment have been revised extensively and will be reviewed again after the course has been taught in the Fall of 1987.

RLT 22, Library Marketing, received the largest number of negative responses. Many of these responses were directly related to the fact that the course was not completed when the students began. Unfortunately, course materials submitted by the original author were deemed unsatisfactory and a new author was retained approximately one month before the course began. As a consequence, individual course modules were printed and distributed to students as the course progressed. Students' comments indicated that the modules were not always received on time, assignment due dates and weights were changed with short notice, and assignments were not balanced in length and content. In addition, comments indicated that many students did not understand the relevance of the course for their own library situations and felt that the time they spent on the assignments was wasted. In the revised course, Module 1 has been rewritten to demonstrate the applicability of the course to small libraries. Each assignment is linked into the development of an overall program related directly to the student's own library, so that when students have completed the course, they have complete promotional packages for programs for their own libraries. This course will be reviewed after it is taught in the Fall 1987.

The success of the revision process for other courses can be gauged by comparing the student perceptions of revised courses with their perceptions of the pilot versions of the same courses. In particular, RLT 9/10 and RLT 13 (Table 4) can be compared with the

perceptions of the pilot courses RLT 11, RLT 12, and RLT 13 (**Phase Two/Three Second Interim Report**, Appendix A, Table 6). For example, the course content of RLT 13 was considered not relevant by 13.4% of the students for the pilot version and by 3.0% of the students for the revised version. The relatively low number of negative responses for RLT 9/10 compared to the pilot courses RLT 11 and RLT 12 can be attributed to the revisions which are described in the earlier report (**Phase Two/Three Second Interim Report**, pages 29-30).

A sub-group analysis by delivery mode within each course offered in more than one mode revealed no significant differences (Table 7). An additional sub-group analysis by type of library within each course was performed on the data for currency, comprehensiveness, relevancy, appropriateness of the assignments, quality of audiovisuals, and test measurement where more than 5% of the students had responded negatively. Again, there were no significantly different responses by type of library (Table 10).

3. **How did the students assess the delivery method?**

For most courses there were few problems with students receiving their materials on time. The only problem was with RLT 22 in which 30% of the students reported problems with receiving materials on time (Table 4). As explained earlier, this course was still being written as the course began. Although timely receipt of materials was a problem with pilot courses in 1985/86, more efficient registration and materials distribution procedures were established in conjunction with SAIT's Continuing Education Division.

Only four courses were offered in more than one mode: RLT 9/10, 13, 24, and 28.

	teleconference	telephone-tutored correspondence	on-site
RLT 9/10	X	X	
RLT 13	X	X	
RLT 14		X	
RLT 21		X	
RLT 22			X
RLT 23		X	
RLT 24	X	X	X
RLT 25		X	
RLT 27			X
RLT 28	X	X	X
RLT 32		X	

Student Performance and Perceptions of Courses

Because of the difficulties of winter travel in the Lakeland area, RLT 24 was delivered to the on-site students through three teleconference and three on-site sessions. The students did not perceive this as successful. Used to on-site instruction, they had difficulty adjusting to the use of teleconferencing equipment but ceased complaining about travel when actually presented with an alternative.

A sub-group analysis by delivery mode within each of the four multi-mode delivered courses revealed some significant differences directly related to the specific delivery mode (Table 8). From 37 to 69% of the students reported difficulty with equipment in three courses. Similarly the significant proportion of the students reporting difficulty with the postal service were taking their courses via teleconference or telephone-tutored correspondence. Not unexpectedly, the telephone-tutored correspondence students reported no difficulties with travel whereas the students with an on-site instructor reported the most difficulty. In teleconference mode a few (14%) students reported dissatisfaction with the classroom for RLT 28 and RLT 9/10. These may be the same students described in a previous report. Their teleconference centre was located in a room which was used primarily for storing untanned moose hides and had a rather distinctive odor.

4. **Did the students have any problems studying at home?**

Approximately half of the students reported problems with creating study environments at home (Table 5) although this ranged from a low of 8% in RLT 32 to a high of 76% in RLT 22. However, there was no statistically significant difference based on delivery mode (Table 8).

5. **How did the students assess their instructors or tutors?**

Instructors and tutors were evaluated on their knowledge, preparation, and availability to help, explain, and motivate (Table 6). The only problem that consistently recurred dealt with the promptness of assignment return, although this was a serious problem with only two instructors, one of whom went to Australia for several weeks. Although she personally informed each of her students and made alternate arrangements for marking exams, nevertheless the assignments were slow in being returned.

Almost all tutors and instructors were overwhelmingly reported as successful with most comments describing them in glowing terms (Table 6). This was especially true for the on-site instructor who had a rather rocky beginning two years ago and is now highly praised by her students. The teleconference instructors also fared well, although two of them were reported by a very few students to not be as well prepared as expected (Table 9). Because of the small

numbers of students enrolled in the course, these results produced statistically significantly differences. One instructor has not been rehired, and the other has been monitored much more closely in tutoring subsequent classes.

In summary, most students did very well in the courses and found the course materials and instructors effective. Because there were so few negative comments, it was difficult to perform meaningful sub-group analyses. The importance of pilot testing the courses was shown in the increased positive comments for revised courses. The few statistically significant differences that emerged were directly related to delivery modes. The overall positive assessments and the demographic statistics of the current students reinforce the belief that the curriculum and each course fit the needs and abilities of the target groups for whom they were intended.

THE PILOT STUDENTS

Of the ninety-one pilot students who began the program in September 1985, forty have completed the requirements for a Basic Level Certificate in Small Library Operations. In addition, four have completed the requirements for an Advanced Level Certificate. The other pilot students remaining in the program are very close to completion of the requirements for their certificates.

The forty students who have completed requirements for their basic level certificate did so within two years, and six of them did so within a year and a half. Of these students, twenty-two received credit for library courses completed through SAIT, Grant MacEwan Community College, or other institutions.

Institution	Number of Students
SAIT	17
GMCC	3
SAIT, GMCC and other	2

The Pilot Students

Twenty of the initial pilot students have withdrawn from the program or are inactive. Most of these inactive students stated that financial problems, time commitments, and family obligations prevented them from studying effectively at this time, but they also said that they would probably enroll again at a later date. The six students who withdrew from the program saying that they would not enroll again, cited the following reasons for their decision:

- moved out of the province,
- transferred into the library technician program,
- plan to pursue a Master of Library Science degree,
- found course material too easy,
- found the course material too difficult, and
- not employed in a library.

This data on the inactive students were gathered through informal conversations and through completion of a questionnaire (see **Phase Two/Three Second Interim Report**, Appendix C).

IMPACT OF PROGRAM ON LIBRARY SERVICE: STUDENT RESPONSE

In order to evaluate the long term effect of the program on students' performance in their own libraries, two questionnaires were developed. One was distributed to sixty-eight pilot students and the other to their immediate supervisors. The student questionnaire (see Appendix C) asked the respondents to describe exactly what changes, if any, they had made in library procedures as a result of their participation in the courses offered in the 1985/86 school year. Although the data from the 49% of the students who responded were too small for valid statistical analysis, the tallies are included in Appendix E and described here along with the comments provided by the students. These responses have not been divided by type of library but are discussed as a whole on a course by course basis.

Impact of Program on Library Service: Student Response

RLT 11, STUDY SKILLS AND PROGRAM ORIENTATION
RLT 12, INTRODUCTION TO LIBRARY PROCEDURES AND TERMINOLOGY (*)

RLT 11 taught study techniques, and 88% of the students listed techniques learned in that course that they have continued to use. Most of them (78%) also felt that the section on taking exams was useful.

RLT 12 described basic library terminology and procedures. In response to the question about whether they have made any changes in procedures as a result of this course, 61% answered yes and listed positive changes. Only 12% said that they had made no changes, and 27% said they had made no changes but listed a reason, such as being a volunteer or noting that the library already followed all the recommended practices.

One assignment had asked students to compile a list of local resources outside their own libraries and 48% of the students listed agencies, people, or resources that they are now using and did not know about before taking the course, but 22% again responded with a qualified no, listing a reason--the "no, but..." response.

Some typical comments about these courses are:

Study Techniques

Yes, I found this a very worthwhile course. It's been many years since I've had to do any studying. I didn't learn how when I was in grade school. I found this course a big help. Should be used at the high school level.

(*) Now combined into RLT 9/10, Introduction to Library Training

I have continued to use many of the study techniques covered in RLT 11. The ones I find most helpful are underlining and mnemonic devices. Hints for assignments and exam studying were also very good. The timetable I prepared was not useful as no two weeks' schedules were the same for me.

Not really anything new. I have always used underlining and other techniques for studying. I liked the section on Time Management and Learning Styles, etc.--good for critical self-analysis.

The underlining and categorizing techniques were extremely useful and I use them a lot.

All of the study skills were very helpful as I have been out of school for about 25 years. Very worthwhile!

Exam Skills

The section on exam taking was useful. My daughter read it over as well and said she found it useful as well. Prereading the exam has been very useful.

There were many helpful hints offered; however, I have my own way of preparing for exams and it's worked for me so I really didn't make full use of the section.

The section on taking exams was useful because it explained how to figure out some of the answers if you were not sure about them. The multiple choice test tips were very helpful.

Very useful. I had been out of school for years and needed all the help I could get to face taking exams once again.

General Library Procedures

Since I have taken this course our biggest change in the library is the catalog. I knew it was a mess, now I know why and how to correct it. It is a year project. I have also changed the acquisitions process, and I can approach reference services with confidence now.

The methods of circulation and cataloging used in our library pretty well conformed to the procedures listed in the course. It gave me a boost to know that I was on the right track.

Improved search strategy, improved reference interview, improved reference material selection.

No, as I am only a volunteer but I can feel changes in attitudes which make things more positive. Better communication and understanding of staff and local library board.

Impact of Program on Library Service: Student Response

Use of Local Resources

I think I was aware of all the agencies people and resources before; however, the procedures have been formalized now and more use is being made of outside resources. Having a print listing also helps.

Grande Prairie College Library, South Peace Health Unit and AADAC. I really enjoyed RLT 12 and found it very valuable and helpful.

I remember now to refer patrons to Alberta Culture and Alberta Education for help in finding more information. A lot of these agencies I didn't know existed, before I took these courses.

RLT 13, BASIC LIBRARY MANAGEMENT

This course dealt with needs assessment, goals and objectives, annual reports, volunteers, and government policy. Only 19% of the students did not or will not do a needs assessment of their library. The 81% who either have conducted or will conduct a needs assessment listed specific techniques to use. 70% have determined their library's mission statement, goals and objectives with their administrators.

Only 36% of the students wrote an annual report this year; however, 62% plan to do one for the coming year. Only 19% said they definitely do not plan to do annual reports, while 19% answered "no, but"--in most cases it was someone else's responsibility to do this report.

More than half (64%) of the students reported that their libraries use volunteers and 67% of these report positive changes in recruitment or use of volunteers due to the course.

Impact of Program on Library Service: Student Response

In terms of the policies and recommended programs published by Alberta Education and Alberta Culture Library Services, 89% report a better understanding of these policies and 71% listed ways in which they use this knowledge.

Typical comments include:

Needs Assessment

Conducted needs assessment Nov. 12, 1986. The checklist in **Focus on Learning** was used. Teachers gathered for a day of in-service and needs were pinpointed during the workshop using the Alberta Education in-service package.

Did not and will not do needs assessment.

Will conduct assessment during 1987. Techniques to be used: data gathering, focused small group discussions, touch-base interviews, setting goals and objectives, developing an action plan.

Conducted needs assessment, still in process of tabulating results. Unfortunately we had done the surveys before I took this course. I wish I hadn't--I would have done more planning and followed your guidelines, especially regarding writing the survey.

Will conduct needs assessment February to March 1987. I'm letting the board do it--with my guidance and assistance in making up the questions to be asked, who to interview and in compiling the results.

Will conduct assessment during Nov. 86/Mar. 87. Following Alberta Culture guidelines and also using course materials. We are not 100% sure of which techniques we will use.

Our librarian has set up some goals and objectives for our library. They weren't that extensive, but you are always aware of them and work towards achieving them.

I have--the board doesn't seem to understand what it means although they do have some ideas of the main objective of a library.

Impact of Program on Library Service: Student Response

Annual Reports

Yes, I do plan on another. Every year I have made an annual report to the library board. I used the format from the course. It took a very long time to compile. I was very proud of the report and the board was impressed.

Yes, have prepared annual reports in past but the course brought out many more techniques and procedures.

No. I'm just an aide. I don't know all the library procedures.

No. I am, for June 1987. I see the value of it and I'm collecting stats and comments now. I see the value of it for long range plans. Our school district is really upgrading libraries and I wish I had done this before.

Yes, because I feel that the annual report is important in summing up, if only to myself, what has been accomplished in the past year.

No, a full-time librarian is now working in the library so I plan to supply him with statistics and he can write the report.

Volunteers

Yes, volunteers are selected from the students on a rotating basis. A library helpers program was initiated in 1983 and has enjoyed much success. This year saw a program expansion into the audiovisual area. Ideas for recruitment from this course were helpful.

Yes. Enjoyed the section on volunteer management. Helped me organize ways to use volunteers more effectively by matching their needs and ours. Helped to learn interviewing techniques and training hints.

Yes. Before I felt that anyone who volunteered should be found some task--no matter how many problems it caused. Now I interview volunteers and spend more time on training them in all aspects of library work.

Yes. No changes, although I would like to make some. I don't want to step on anyone's toes. I have recruited and "trained" two of the volunteers so they can take over for me if I have to be away.

Understanding Government Policies

Yes. I think the whole context of .i-5;**Focus on Learning** was clarified. I have been to many workshops and learned more about this document as well.

Yes. I now know what the policies are but see a great need to develop a stronger rapport with the public systems in order to gain better services in school libraries. There are still too many limitations for things like interlibrary loans. Hopefully this heightened awareness will help as all realize common goals.

Yes. This course made me realize how important it is to have by-laws written up, a set of policies and also that it's important to do a needs assessment all for our own benefit.

Yes. I didn't know much of anything before I took the course. I better understand the policies in general.

RLT 14, INFORMATION SERVICES

In this course reference tools, information service policy, reference interviews, and search strategy were covered. More than half (54%) of the students developed an informational services policy and as recommended 69% of these submitted it to their library boards or school administrators. Many (65%) ordered new reference tools. Three-fourths (75%) of the students listed positive changes in their reference interviewing techniques and 63% listed positive changes in their search strategies. Almost all (91%) listed reference sources used outside their libraries.

Typical comments are:

Information Services Policy

I have not personally written policies but have copies of those recently written for the Marigold Library System.

My policy was developed before I took the course so many points were

brought out that would improve our policy.

Unfortunately, with only myself on staff, I have not found the time--but it is something I hope to do in the coming year. Module 1 assignment will be very helpful.

I didn't submit it to the Board at the time as I didn't feel it would be welcome from a part-time employee. Now that I am the librarian I will bring it out for approval.

New Reference Tools

Yes, since I took the course I have concentrated on updating our almanacs and ordered special reference books in various subject areas. The course was a great help.

No. I have quick access to the main branch reference material.

This is still a controversial issue because of the expense. Again having taken this course has given me the opportunity to present needs in a better light. Children's periodical guides have been added to make better use of the resources available.

No, I have all necessary for school library--used a good selection tool!

We have never had any. I plan to order Booklist, Library Journal, Public Library Catalog and Canadian Book Review Annual--depending on cost.

Our reference section was fairly up to date as I had followed Alberta Culture's guidelines; however, we did purchase new almanacs and a world atlas.

Reference Interview and Search Strategies

No changes. My reference interviewing techniques were, to my amazement, the same as what the course suggested. I have a lot of techniques I use that are not mentioned in the course materials. Even before taking this course, I was very proud of my reference interviewing techniques and search strategies. The interviewing techniques I have acquired have come through the amount of counselling (personal and career) I do with the students.

I now follow the techniques taught in the course. They work well. It has made my job much easier.

Many positive changes have been made. Lists are kept of frequent theme related materials and quick reference sources. Teachers' search requests have increased as a result. I see a very positive reaction from staff members in this area.

I take more time to find out "exactly" what they're asking for. I have also discovered how important it is to find out their source.

Yes, there certainly have been. Before I took this course I went about a search in a haphazard manner but after learning the proper procedures I was much more able to help the students and teachers.

New Resources for Reference Work

I don't use any new resources for reference work really. I was never afraid to get on the phone to track down information.

I refer students to the public library (Zenith, interlibrary loans), college library, outside agencies. We use different film sources, ACCESS and MECC. We use local resource people and organization.

We use our public library, city library, and college library. Also our secondary school library.

The Chinook Health Unit, schools, recreation office, C.N.P. Historical Museum, The C.N.P. Interpretive Center.

RLT 23, COLLECTION DEVELOPMENT

This course covered the basic theory and tools associated with development of a library collection. Less than half the students (43%) reported developing a collection development policy but of these 60% submitted it to their boards or administrators. Most (85%) of the students listed statistics that they collect and described how they used the statistics. Almost all (90%) also listed specific selection tools that they use and 63% reported positive changes in their selection procedures as a result of the course. Almost all of the students (87%) had weeded their collection within the last year and 85% of these reported using the deselection criteria presented in this course. Many students (57%) listed other useful techniques gained from the course.

Impact of Program on Library Service: Student Response

Some typical comments are

Collecting Statistics

We don't collect statistics except for inventory which we use for determining areas of strength and weakness. We use it to compare with standards set forth by Alberta Education.

Lost books--used to persuade staff that books should be called in once a year, at least to find out which books are missing before it is too late. Circulation--see if library is being used for pleasure reading as well as in-library research.

To date statistics have been collected for overdue materials and use of audiovisual equipment. Overdues have been decreased as a result of a mascot program. Audiovisual use statistics will be submitted in our next capital expenditure request.

Quick reference count; search questions: to know areas which are short on reference material; circulation. Used to show the board needs of budgeting.

Selection Tools

We use and have the following plus several other smaller listings: Core Resources for Collection Development in Elementary/Junior High; Senior High School Library Catalog plus supplement; Basic Learning Resource Centre Collection for Senior High School; Alberta Education Buyers Guide; ACCESS, MECC Catalogs; Our Choice catalog; Computer Courseware Evaluations book.

Again because of the expense no selection tools have been ordered. I have had to rely on loans from the public library, e.g. B.I.P., Quill and Quire, etc. Publisher and jobber catalogs are the only tools I have.

Canadian Materials, School Library Journal, Emergency Librarian, Calgary Starter Core Resources.

No, still mostly by word of mouth (teachers).

The board has a selection committee. We have a suggestion box now for the patrons. I keep a list of recommended books.

Selection Practices

Not any changes because we were doing already what was suggested in course. It made us aware of other possibilities as well.

Selection procedures have changed dramatically. Teachers are now providing the library with more curriculum supplementary reading lists, jobbers are sending books for preview regularly, and comprehensive consideration files are kept with the staff contributing requests on a regular basis.

I'll be putting more thought into purchases rather than going on spending sprees in the city.

I use more tools, and literally scour those that I use. I've found that the more time I spend here, the less money I waste on duplicates and what I call "duds" that are of little use to anyone.

Weeding (Deselection) of Materials

The deselection criteria was extremely helpful.

I was using the same criteria before the course.

Must and will do my weeding before the end of the year. The criteria presented was excellent.

General Usefulness of Course

There is a lot that I have learned but have not had time to try and implement. In some cases I do not have the authority.

I can't remember! I would recommend giving this survey directly after each RLT course. I find it difficult to remember all the details when many months go by. I can't remember if we always did it a certain way or if we learned it from the course.

The course has shown me a better organized system. The teacher reference area can be better organized with kits and teaching aids also being cataloged.

Impact of Program on Library Service: Student Response

RLT 32, MICROCOMPUTER APPLICATIONS FOR SMALL LIBRARIES

Although this section was included on the questionnaire, too few students who had taken the course responded to make any kind of meaningful comment. The few students who did respond said:

Not much. I am further ahead in computer use than the course covered. Our schools are quite involved in computer use.

We do not have a microcomputer but now I would not be afraid to use it if we did. I found this course very interesting. I knew absolutely "0" about computers before. Now, I at best know what they can do to help in a library.

I learned many new things from this course. Even though I had a computer in the library it had never been used for library tasks.

I have many more tasks that I could use the computer for; however, lack of time has limited the tasks I would like to accomplish. When time allows I would like to try some of the other suggestions in the course.

The school has microcomputers for class use only. The course helped me to better understand the computer's possible library applications. As well, I found the course helped me with terminology.

IN GENERAL

Almost all (93%) reported that their supervisor or administrator felt very positive about their participation in the courses. Almost all (95%) listed other uses they have made of the information from the courses and most (88%) wrote general positive comments about the program.

Support from Employer

I do not get a strong message one way or the other. They pay for my courses so must feel they are worthwhile.

The board and principal encourage me to take as many courses as possible. They cooperate by paying for them and allowing me time off to write exams etc. I couldn't have better support.

Administrative and staff members have been very enthusiastic and encouraging about my participation. There has been a greater awareness and interest shown in the library as a result. I have also had the privilege of being asked to help evaluate a school library!

The Board was so impressed with my taking these courses that they hired me to replace the librarian who moved away.

As a result of these courses and my input of information the board of trustees have put a policy in place that all permanent employees must take RLT or SAIT courses and upon completion of basic certificate will get a $.50 per hour pay increase. The board is 100% in favor of these courses.

General Comments About the Whole Program

Most of the information presented in the courses has been used either directly or indirectly to some degree. The most positive aspect of the courses is the fact that there are standards and guidelines to follow enabling library staff to do their job with greater assurance.

It has helped my job all the way around. I am more professional and more knowledgeable. I have found that my boss relies on me more and I feel more confident doing my job.

They have given me confidence in what I do. The school librarian is new to the job this year so I have made these courses available to her as well as being able to help her out with a lot of little things.

I have found these first five courses to be a review of things I already know or am doing. For someone new to the library these would be more beneficial. I have been in the library for seven years.

It is rough when I work full-time, have a young child, have my home to keep up, and this course to contend with. The readings and assignments take from 10 to 16 hours per week. I don't have that much time to spare.

Impact of Program on Library Service: Student Response

I firmly believe that the RLT project is being well-received by all those connected to it. It is my hope that as a result, school libraries will again be receiving the attention and funding necessary to maintain multi-media centers with our future goals recognized.

Information in these courses has made me more confident when running my library with a more professional attitude.

I feel your courses are excellent. It gives library personnel a good understanding of all operations and library procedures. I feel they are exactly what is needed by library support staff. They also are not too time-consuming, but very interesting.

Because of my involvement in these courses, the local community library hired me for two weeks during the past summer to assist in weeding their collection. A valuable experience for me and payment for continuing courses this fall.

IMPACT OF PROGRAM ON LIBRARY SERVICE: EMPLOYER RESPONSE

In order to determine whether the employers of the students perceived the same positive changes that the students reported, a questionnaire was distributed to forty-four persons identified as the supervisor of the student. The respondents identified themselves as school principals (48%), library board chairpersons (29%), or head librarians (16%). The questions were structured in much the same way as those for the student questionnaire (see Appendix D) except that no references were made to specific courses. Seventy percent of the employers responded. These responses are summarized in Appendix F.

A caution should be issued here about the tempting and interesting comparison between employer responses and those of the students. The thirty-one employers who responded to this questionnaire are not necessarily the employers of the thirty-three students who answered their questionnaires.

Impact of Program on Library Service: Employer Response

FINANCIAL SUPPORT

All supervisors reported being aware that their employees were participating in the project and only 27% reported that their employees were not receiving financial support from the school, library board, or other source.

STUDY TECHNIQUES

About half (48%) of the employers reported that the student had mentioned specific study techniques that were useful. However, 61% of the employers reported that the students had problems with studying the course materials and most listed the problems. Typical comments include:

Underlining--pre-reading--she was familiar with these techniques but the course reinforced them.

Time management and being able to sit and study without outside interference.

Sometimes projects could only be done in the school; conflict with regular working time. Some assignment quite long and detailed.

The amount of homework was at times overwhelming for someone with a full time job and a family to care for.

Time necessary for doing the reports, study time, travel time as well as being a school librarian which was a full time position.

Not happy about the teleconferencing; missed the comraderie of the others at on-site instruction.

CHANGES IN PROCEDURES

More than half (63%) listed positive changes in procedures as a result of the program and 79% of the employers listed examples of outside resources that students are now using. Typical lists of changes and comments include:

Processing of books, evaluation of books to purchase.

Has said that it was overall a useful course.

Keeping track of circulation statistics and writing up reports on the statistics.

Librarian has mentioned the courses, but I question how useful they were to her as she still relies on my advice and suggestions. She should be setting the lead.

Acquisitions more adequate for grade levels, cataloging more in order with standard library procedures.

Policy development--improved/started. Cataloging/circulation of materials. Notices through weekly school newsletter, intercom announcements, bulletin board notifications.

Improved budgeting process, improved cataloging.

Advertising of new materials. More displays and programs to bring in more people to the library. Better general organization of the library.

Circulation has increased. Memberships have also increased.

More detailed record keeping.

Cataloging--now done the right way. Acquisitions--set up better method of record keeping. Collection development following guidelines as set in courses.

Impact of Program on Library Service: Employer Response

LIBRARY MANAGEMENT

Almost all of the employers (90%) reported that they either have completed or will complete a needs assessment of their library, and 67% have gotten as far as determining the library's goals and objectives. Typical comments include:

Established library committee with objectives needs and goals.

In-library questionnaires, small group discussions, touch-base interviews, community research.

We will use statistical data, i.e., how many people work in oil industry, forest industry, age groups in town.

Gathered hard data (stats, etc.) Gathered soft data (library staff, users, non-users), evaluated and compiled.

Progressing through 5 phase steps of ATA package. Most recent April 87--one more planned for this term.

Done previously to RLT. Extensive on going programme.

In the process now of being written, revised and brought to staff attention. Implemented in Fall of '87.

Seventy percent of the employers reported the use of volunteers in the library, and of these 53% listed positive changes in recruitment or use of these volunteers. Typical comments include:

Not applicable to us, but employee says session on volunteers was very good and information will be passed on to member libraries.

Yes, [changes in] applications, interviews, orientation, education.

Advertised for volunteers, work experience students.

Yes, they have been utilized to do a book count and cross check. They are also helping in weeding out the collection and assisting in reading programs.

The volunteer contract method as per information in courses is used.

ANNUAL REPORTS

Only 36% of the employers reported receiving an annual report from the student, but 27% stated that it was not the employee's responsibility. Almost half (46%) reported that their employees would be doing one this coming year. Typical comments include:

Annual report is the responsibility of the Director.

I do not have a librarian but a paraprofessional library clerk.

Very little time due to construction and having to relocate books.

We do an annual report for Alberta Culture, Library Services.

INFORMATION SERVICES

In terms of the informational services policy, 30% reported that their employee developed one, 43% said the employee did not develop a policy, and 17% did not know whether or not one was developed. The remainder (10%) stated that it was not the employee's responsibility. On the other hand, 65% of the employers reported that the library has ordered new reference books in the last year and listed examples such as:

World Book Encyclopedia, Guiness Book of Records, New Book of Knowledge, Canada Year Book, New Science Encyclopedia.

Encyclopedia Britannica, The Canadian World Almanac, The 1987 Information Please Almanac, Canadian Almanac and Directory 1987.

Book of Knowledge, World Book, Raintree Science Encyclopedia, Comptons and Child Craft.

Approximately $16,000 worth of all varieties.

Encyclopedias plus $17,000 in library resource materials

Impact of Program on Library Service: Employer Response

New set of Encyclopedia Britannica, current almanacs, current books in print.

French Canadian encyclopedia, Whitaker's Almanac, Canadian World Almanac, Canadian Almanac and Directory, Popular Science, Lands and Peoples.

Interlibrary loan and use of outside resources were also encouraged and the employers listed instances of cooperative use:

Close use and cooperation to city library and very close use of school libraries of our two school systems but not necessarily because of the courses.

Town of Cold Lake Library is being used more through networks.

Referred to town library, regional library and college library.

More interlibrary loans.

If the library has little info on a topic [the librarian] will let the inquirer see a book on book titles and the person will choose a few titles. She will then contact other libraries for the books (ILL).

All the time! Increase use of ILL and more awareness of its availability.

We've always used ILLs and Zenith and also refer patrons to local resources.

COLLECTION DEVELOPMENT

Only 35% reported that their employees had developed a collection development policy, but 13% reported that it was not this employee's job to do one. Just more than half of the supervisors (52%) reported that there had been positive changes in the way materials were selected, but most (87%) said the collection had been weeded in the last year. Positive changes in selection techniques include:

Impact of Program on Library Service: Employer Response

Maybe more emphasis on staff (teachers) involvement.

A former policy/procedure has now been implemented. We use a 15/85 % breakdown for fiction/non-fiction. We use a Calgary Public Schools list for acquisitions.

Library situation committee has been established to identify priorities.

More organized.

We are using book reviews as a method of material selection. Also Alberta Education, Alberta Culture, etc. title suggestions.

Using more selection tools.

She didn't use selection tools prior to 1987.

More extensive use of review periodicals as selection tools.

Librarian presents a material budget (selection done in accordance to guidelines presented in course).

GENERAL COMMENTS ABOUT THE PROGRAM

Positive comments about the program as a whole were included by 85% of the respondents, while 10% had neutral comments, and only 5% (one person) had a negative comment. When asked if they would be willing to participate in a telephone interview, 61% of the respondents said yes and signed the questionnaire, listing their phone numbers. Typical comments include:

Feedback from our librarians taking the courses is excellent. We promote RLT as much as possible and are really encouraging enrollment in it. The program is filling a real need and we are delighted with it. You have our full support.

We do not have sufficient financial resources to upgrade our library to the standards recommended through the courses in this program.

Impact of Program on Library Service: Employer Response

The employee's job description is presently being changed or expanded to enable her to make use of the materials learned. She will be responsible for the children's book selection and weeding of the children's collection as well as planning programs.

Our library clerk definitely has an improved vision of needs, capabilities, and advantages of a school library facility since taking the rural library training project.

Useful course--quality of library services has improved--this may not have happened without the course.

The time missed from her being in the course is presently being balanced by her being more efficient and knowledgeable--i.e., no net gain. If here full time, we would see major benefits.

Our librarian having begun as a volunteer, has had very little formal training previous to the RLT. But having been with the library for longer than I or any other Board member, I expect her evaluation of the courses she has so far taken as being "extremely helpful" and full of " more ideas than she has had time to to implement."

The Rural Library Training project has provided a valuable opportunity for our school librarian. I strongly support the continuation of this project.

The library board felt that most of the courses our librarian took were worth taking. They provided some guidance in better organizing and advertising of our library to make the community aware of the facility.

We feel this has been an excellent program. It is now part of the job description of every position in our library, that an employee take these courses. Wage incentives are in place for successful completion of RLT basic certificate.

In summary, the employers generally expressed positive reactions to the project. Although not as enthusiastic as the students, their responses indicate that they are well on their way to being convinced of the program's usefulness. Furthermore, they have demonstrated strong support for the program through their willingness to encourage employee participation (time off with pay, tuition costs, wage increases, etc.) and through their high response rate to the questionnaire and willingness to follow-up with interviews about the program.

COST ANALYSIS

The data on which the analysis in this section are based is contained in Appendix G. The appendix contains course delivery cost data for both Fall 1986 and Winter 1987 courses and a table of projected cost and revenue for the coming year. Costs for the following courses are reported in this section:

Fall 1986

- RLT 9, 10, and 13 as teleconference courses,
- RLT 22 and 27 as on-site pilot courses,
- RLT 9, 10, 13, and 14 as telephone-tutored correspondence courses, and
- RLT 24 and 28 as pilot telephone-tutored correspondence courses.

Winter 1987

- RLT 9, 10, and 13 as teleconference courses,
- RLT 24 and 28 as on-site courses,
- RLT 9, 10, 13, 14, 24, 28, and 32, as telephone-tutored correspondence courses, and
- RLT 21 and 25 as pilot telephone-tutored correspondence courses.

Cost Analysis

The cost factors tracked for this study were:

1. telephone calls from tutors to students and collect telephone calls from students to tutors,
2. postage and packing of course materials and returned assignments,
3. instructor or tutor wages,
4. course materials reproduction,
5. instructor travel (for on-site courses),
6. supervisor telephone costs to instructors and tutors,
7. bridge and bridge operator costs for teleconference courses,
8. teleconference sites (long distance charges, room charges, and local technical assistant wages, where charged back to SAIT),
9. SAIT Continuing Education administration (registration and shipping materials), and
10. RLT administration (instructor supervision and record keeping).

These costs per student were totalled in two different ways:

1. total cost per student excluding Continuing Education and RLT administrative costs, and
2. total cost per student including Continuing Education and RLT administrative costs.

In addition, the balance per student (profit or loss) from each course is shown for each method of totalling costs.

In comparing the cost figures for various courses, it is important to note that the costs for RLT 9 cannot be easily compared to those for other RLT courses because it is only half the length of the other courses. Some of the costs such as wages and telephone are approximately one-half those of a full-length course, while other costs such as course materials, postage, and packing are equivalent to those

for a longer course since the costs of mailing of the course package and exams are not dependent upon the length of the course.

Direct delivery costs (excluding administrative costs) for full-length courses ranged from about $45 to $99 per student. The average for all full-length courses was approximately $77 per student for telephone, postage and packing, course materials, instructor or tutor salary, teleconference charges, travel, and supervisor telephone. When administration charges are included, the delivery costs range from $90 to $144 per student, with the average being $122 per student. For the most part, the lowest costs were for the teleconference courses and the on-site courses.

Several methods were discussed in the **Phase Two/Three Second Interim Report** (p. 37-38) for reducing the telephone cost factor in telephone-tutored correspondence courses. These included reduced number of tutor calls, the use of wide-area-telephone-services (WATS), the use of conference calls, and the use of FX or Alberta government lines (RITE). The number of tutor telephone calls was reduced by one-third for these Fall 1986/Winter 1987 courses compared to the Fall 1985 courses (*).

Telephone costs were also reduced in the province-wide delivery by the use of local tutors who lived closer to the students. (See the

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(*) Course evaluations and instructor costs from Winter 1986 courses indicated that the change from six phone calls per course to four discussed in the **Phase Two/Three Second Interim Report** would be cost effective and pedagogically sound.

previous report for the reasons for rejecting the other methods of telephone cost reduction.)

In the **Phase Two/Three Second Interim Report**, costs were identified as either fixed (independent of the number of students) or variable (related directly to the number of students). This type of cost breakdown has not been continued in this report, since the fixed costs were few, consisting of travel and salary for on-site instructors, salary for teleconference bridge operator and instructor, and teleconference bridge overhead. For on-site instruction, the pilot courses indicated that a class must have at least twenty students to recover these fixed costs but should have not more than thirty students in order to be pedagogically effective. For teleconference instruction, a minimum class size of twenty students was necessary to generate revenue to cover the fixed costs of bridge operator and instructor. However, for teleconference classes with more than thirty students, instructor salary increased and the number of local sites usually increased, which increased total teleconference costs. Thus these costs which were formerly identified as fixed could be considered as variable as well since they were not totally independent of the number of students.

In summary, here are the average costs per student, the number of students, and the number of classes or tutors for courses for 1986-87:

Mode	Course	Cost excluding administration	Cost with administration	Number of Students	Number of Classes	
PROVINCE-WIDE TELECONFERENCE	RLT 9	$49.15	$94.15	27	2	(*)
	RLT 10	$52.95	$97.95	76	2	
	RLT 13	$84.21	$129.21	31	2	
PROVINCE-WIDE TELEPHONE-TUTOR CORRESPONDENCE	RLT 9	$56.25	$101.25	40	8	(*)
	RLT 10	$88.17	$133.17	118	8	
	RLT 13	$83.47	$128.47	91	5	
	RLT 14	$80.98	$125.98	67	4	
	RLT 23	$63.66	$108.66	23	1	
	RLT 24	$84.73	$129.73	13	1	
	RLT 28	$82.90	$127.90	22	1	
	RLT 32	$76.49	$121.49	17	2	
PILOT TELEPHONE-TUTOR CORRESPONDENCE	RLT 21	$90.74	$135.74	27	3	
	RLT 24	$78.10	$123.10	25	1	
	RLT 25	$95.08	$140.08	21	1	
	RLT 28	$85.55	$130.55	33	1	
PILOT ON-SITE	RLT 22	$63.12	$108.12	24	1	
	RLT 24	$61.44	$106.44	20	1	
	RLT 28	$72.91	$117.91	20	1	
	RLT 27	$57.51	$102.51	26	1	

For the 1986/87 school year, province-wide students paid $75 ($37.50 for RLT 9) per course, and pilot students paid $46 per course. (Pilot students continued to be subsidized by the project as part of the development cost.) With these tuition rates, only three courses generated enough revenue to cover both direct operating costs and administrative costs. A raise in fee to $95 would cover the direct cost

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(*) RLT 9 is taught as part of RLT 10, thus the instructors listed for RLT 9 are the same as those for RLT 10 making a total of two teleconference instructors and eight telephone-tutors for the two courses.

of even the most expensive course. However, the tuition for any course that costs over $100 can be claimed as an income tax deduction by the student. The management team recommended that course fees be raised to $101 for the 1987/88 school year in order to cover all direct costs, to be tax-deductible for the students, and to recover one-third to five-sixths of the administrative costs.

Although on-site courses and teleconference courses are the most inexpensive to deliver given a class size of 20 or more, it is not always feasible to use either of these modes. Factors such as a thinly distributed population in many areas, lack of teleconferencing facilities, lack of qualified on-site instructors and sponsoring institutions, and students' own time commitments and inability to travel hinder use of these two modes. The flexibility of providing for three modes including correspondence with telephone-tutoring, enables the students to learn in a manner best suited to them without creating undue costs for the delivering agency. The telephone tutor provides support and pacing that is necessary for motivating the student and for making correspondence an effective delivery alternative in educational terms.

In determining cost effectiveness it is necessary to balance actual costs against pedagogical effectiveness. Course evaluation forms (discussed in a previous section) have indicated student satisfaction with these three delivery modes, but other studies have also attempted to verify the factors related to cost effectiveness and pedagogical efficacy.

The "Mode Filter" developed and recommended by the **Final Report** of the Organizing Distance Education Alternatives (ODEA) (*) is particularly applicable (see Appendix H). This filter indicates that the three delivery methods chosen for this project provide the highest levels of pedagogical effectiveness for the student and flexibility and cost effectiveness for the delivering agency. The combination of print and videotape with the use of telephone-tutors, teleconference instructors, or on-site instructors provide for the student high or moderate levels of

- interactivity,
- flexibility,
- individuality,
- ease of use,
- affordability,
- motivation,
- knowledge, and
- understanding,

and provide for the delivering agency, high or moderate levels of

- interactivity
- flexibility,
- ease of use (with the exception of teleconferencing, which is low in ease of use), and
- affordability.

The mode filter indicates that other combinations of delivery modes may be feasible, although no one mode provides maximum satisfaction for either the student or for the delivery agency.

In summary, teleconferencing, on-site instruction and telephone-tutored correspondence, combined with print and videotape

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(*) Organizing Distance Education Alternatives, **Final Report** (Grouard, Alberta: Community Vocational Centres, Athabasca University, Alberta Vocational Centre, November 1986).

materials are both cost effective and pedagogically effective methods for delivering library training to the staff of small libraries in rural areas. Other supplementary delivery techniques such as computer managed learning, computer aided instruction, or interactive videodisc might increase the pedagogical effectiveness at the risk of producing courses which are prohibitively expensive without substantial subsidies.

DELIVERY NETWORK

A distance education delivery network consists of two different types of organizations: the deliverers and the front-end receivers. A deliverer is that institution which is responsible for developing the course and for providing the course materials and instructors. A front-end receiver is the local community agency which is responsible for coordinating courses in a specific area.

A description of this loose network of delivery agencies in Alberta has been provided by the Organizing Distance Education Alternatives (ODEA), which was funded in 1986 as an innovative project to develop an operational model that could be used by distance education practitioners to decide upon appropriate program delivery methods and resources. The ODEA project organizers performed a literature search and developed an annotated bibliography, conducted and recorded interviews with distance education agents, held an invitational symposium involving those agents, and developed a conceptual model for decision making, including the Mode Filter discussed in the Cost Analysis section of this report.

Delivery Network

One of the factors that ODEA has identified as important to the successful delivery of distance education courses is the establishment of cooperative working relationships with local communities. The ODEA report points out that:

> all interviewed deliverers had established cooperative working relationships with community based agents, be they further education councils, consortium offices, library boards, recreation boards, another educational institution, or a public school authority. (p. 29)

Several agencies were identified as potential front-end receivers for the delivery of the Rural Library Training Project courses:

- further education councils,
- educational consortia,
- community colleges,
- regional library systems,
- school boards, and
- provincial library services.

Fortunately SAIT had been involved in distance education for many years and staff in the SAIT Continuing Education division had already established working relationships with many of these front-end receivers. However, understanding the relationship between a deliverer and a front-end receiver was still difficult to discern. For example, of the eighty-five further education councils and the nine consortia, no two seemed to follow the same procedures. This perception was reinforced by the ODEA findings. With funds distributed directly by Advanced Education, these local agencies enjoy almost complete autonomy in how those funds are spent. Thus the degree of cooperation between the Rural Library Training Project as the deliverer and its front-end receivers varied from local publicity through to coordination of registration, textbooks, and local facilities.

The choice of a particular delivery mode and of whether or not a particular course is offered in a particular location for most of the deliverers interviewed by ODEA depends to some extent on five factors:

1. availability of technologies and software,
2. course content, program regulations, learning objectives,
3. skill level of learner,
4. proximity of learner to delivering institutions, and
5. number of students requiring program.

ODEA's five factors can be used to analyze the decision to use **telephone-tutored correspondence** mode as a method of delivering courses to all locations in the province:

Delivery Network

Factor	Consideration
availability of technologies and software	Telephone widely available; print and video software easily produced and distributed,
course content, program regulations, learning objectives	Easily achieved through this mode; tutor provides pacing and individualization.
skill level of learner	Introductory course attempts to provide a minimum skill level both in terminology and study skills, but many students have difficulty with self-directed learning and are more successful in other learning situations.
proximity of learner to delivering institutions	Not a problem because of the use of local presiding examiners and widely available telephone system.
number of students requiring program	A minimum number of students per course is necessary in order to hire a tutor, but these students need not be in the same geographical location, nor near their tutor.

The flexibility inherent in telephone-tutored correspondence meant less dependence on community and institutional factors such as availability of rooms and equipment, distance to facilitating agencies, need for babysitting and specific scheduling.

Cooperative arrangements for telephone-tutored correspondence are not complex. Students may register either through their local front-end receiver such as a further education council, an educational consortium, or a community college, or they may register directly with SAIT. The only coordination required with local agencies is distributing publicity and compiling registrations.

The delivery of courses in this mode outside the province, however, is more dependent on the cooperation of other agencies, since the cost of telephone service increases with the distance from the deliverer. For example, the Northwest Territories Library Services subsidized students in the Northwest Territories by paying the necessary long-distance charges for the telephone-tutors. The Library Services Director felt that the support provided by telephone-tutoring was absolutely essential to the successful completion of the program by staff members under her jurisdiction.

ODEA's five factors can also be applied to the decision to use teleconference mode as a method of delivering courses to some locations in the province:

Delivery Network

Factor	Consideration
availability of technologies and software	Telephone widely available; print and video software easily produced and distributed; teleconferencing convenors and classrooms limited.
course content, program regulations, learning objectives	Easily achieved through this mode; teleconference sessions provides pacing and group discussion opportunities.
skill level of learner	Introductory course attempts to provide a minimum skill level both in terminology and study skills, but many students have difficulty with use of equipment, with travel, and with the timing of the class.
proximity of learner to delivering institutions	A problem because classes are held at specific locations and times.
number of students requiring program	A minimum number of students per course is necessary in order to make this system economically feasible. In some cases, depending on availability of shared telephone lines, a minimum number of students in the same geographical location are required.

For RLT courses delivered in teleconference mode, the need for equipment, the proximity of learner to a teleconference site, and the number of students from that site were the most critical factors. In addition, cooperation with the teleconference network was vital. As ODEA reports:

> Cooperative activities are often difficult. In the case of teleconferencing, though, the larger distance deliverers have accomplished a cooperative work relationship that is effective. We need to address the expansion of distance education and the relationship of its agents. Through cooperation, we have the capacity to do great things across western and northern Canada.

> In Alberta we have the best [teleconferencing] network in Canada. This type of cooperation is unheard of elsewhere. We need to keep this cooperation and exchange of information and to formalize the process we presently have. (p. 43)

The cooperative arrangements for teleconferencing were made through SAIT's Continuing Education Division which is part of a province-wide teleconference network. Representatives from all colleges and universities which deliver teleconference courses work together to coordinate the delivery of their courses to Alberta communities. The scheduling of class times, the sharing of government RITE telephone lines or a front-end receiver funded FX telephone line, the sharing of classroom space, the hiring of local technical assistants, and the allocation of teleconferencing equipment are cooperatively decide eight months before the classes begin.

The cost of local facilities (classroom, local technical assistant, and telephone connection) are absorbed either by the front-end receiver, charged back to the deliverer, or shared by both organizations.

Finally, ODEA's five factors can be used to analyze the decision to use **on-site instructor** mode as a method of delivering courses to some locations in the province:

Delivery Network

Factor	Consideration
availability of technologies and software	Print and video software easily produced and distributed; classroom and necessary equipment provided by front-end receiver.
course content, program regulations, learning objectives	Easily achieved through this mode; on-site sessions provide much opportunity for group discussion.
skill level of learner	Introductory course attempts to provide a minimum skill level both in terminology and study skills, but many students prefer an on-site instructor who can explain difficult concepts in person, while others have difficulty with travel to a central location or with the time of the class. The employers of students might provide time off with pay for attending this mode as well as providing travel expenses.
proximity of learner to delivering institutions	A problem because classes must be scheduled in specific locations and at specific times; in addition, a qualified instructor must be hired who either lives in the area or is willing to travel to the location. The instructor for the RLT on-site courses travelled 120 kilometres each way once a week to this class.
number of students requiring program	Approximately twenty students per course are necessary in order to make this mode economically feasible. Three school districts in the Lakeland area sponsored their library clerks in the program providing thirty students in one location for this delivery mode.

The delivery of RLT courses with an on-site instructor required extensive cooperation and coordination with a front-end receiver. Lakeland College provided the Rural Library Training Project with a classroom, coffee, audio-visual equipment when needed, registration coordination, teleconference arrangements, some course materials distribution, and liaison between the project and the employers of the students. The costs of these local facilities were for the most part absorbed by the front-end receiver (Lakeland College in this case). However, other front-end receivers might charge back these costs to the deliverer.

The ODEA report stresses that from the point of view of the front-end receivers, a successful distance education program is constrained by another set of five factors:

1. a need for formal needs assessment,
2. a preference for face to face instruction or a preference for a combination of techniques,
3. a need to deal with learner motivation,
4. a need for coordinated information distribution, and
5. several perceptions that are seen to be barriers:
   - distance education is NOT learner based,
   - there is no consistent program offered, moreover there is reluctance to offer long-term programs,
   - scheduling is not consistent and often inconvenient,
   - technical quality of teleconferencing is a problem, and
   - bureaucracy and institutional mandates often interfere.

Delivery Network

The Rural Library Training Project attempted to address these needs and perceptions of the local front-end receivers. In particular:

1. a formal needs assessment was conducted as the first phase of the project,

2. face to face instruction and a combination of print and teleconference, print and telephone tutor were tested and proven successful,

3. all three delivery modes provide high learner motivation according to course evaluations and application of ODEA's mode filter,

4. information is distributed through regular distance education channels as well as through direct mailings to the target audience,

5. some barriers were avoided:

   - every attempt was been made in curriculum, course design, and tutor or instructor training to insure that the courses are learner based, following accepted methods of instructional design,

   - the program was developed as a whole and specifically designed for on-going and long-term distance delivery. All courses will be available through telephone-tutored correspondence three times a year, and a delivery schedule for teleconference courses has been established that allows completion of the program through that mode over two years,

   - telephone-tutored correspondence avoids the scheduling problem and as much as possible teleconference courses will be delivered in the same time slot for the next year,

   - technical quality of teleconferencing remains a problem although every attempt is made to insure quality delivery. All sessions are taped so that in the case of technical difficulty the students have access to the session,

   - in spite of being a dual-mode deliverer (*), SAIT may avoid some of the problems that face other similar institutions, such as traditions of campus-based instruction, finances, availability of instructors and support for those instructors. Fortunately, the concept of distance

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(*) One who delivers both distance education and regular on-campus day programs.

> education is well-established and supported by SAIT as an institution and by the individual instructors. Finances, as always, are one of the crucial barriers to effective delivery. The issue involved is the extent to which distance education courses must be cost recovery. Complete cost recovery would put the registration fee for the courses outside the reach of the people who need them most. This is an institutional decision and the recommendations from the project are presented in the final section of this report.

In addition to the barriers to the distance education process perceived by deliverers and by front-end receivers, ODEA warns would-be deliverers to consider the problems of the learners:

> you must also consider such factors as the physical and social amenities in their communities, their family situations, etc. The distance education process consists partly in dealing with such matters as roads, phone lines, and babysitting--not just the giving and receiving of instruction. (p. 102)

Students enrolled in the program learned very quickly that they could phone project staff to have delivery problems solved, that instructors were flexible and caring, that they as students would likely encounter project staff at conferences and workshops, and that student evaluations and comments would not be ignored but used in revision of course materials. Training and supervision of instructors to deal with "people problems" was an important part of project management, as was willingness to understand and handle the problems peculiar to the distance education of working adults: equipment breakdowns, babysitting, work problems, lost exams, missing exam supervisors, thawing winter roads, and illness. Thus the hands-on management style adopted by the project administrators was extremely important in overcoming the barriers perceived by the learners.

Delivery Network

In summary, the Rural Library Training Project has not developed its own network, but rather has attempted to identify and use an existing province-wide network. By the design of the project, the choice of delivery modes, and a hands-on management style, the RLT project has avoided many of the barriers experienced by other programs.

RECOMMENDATIONS

The Management Team of the Rural Library Training Project makes the following recommendations:

1. **The Rural Library Training Project should continue as an established program with a full time coordinator and administrative assistant under the auspices of the Library and Information Technology Program at SAIT.**

   The project has demonstrated success in terms of the data presented here from course evaluations, student achievement, student responses to the behavioral analysis of long-term effects of the program, employers' responses to the same analysis, and recognition of the certificate by some employers for salary grid purposes. The number of enrollments in the courses as well as the interest from potential students and delivery agencies in other provinces show the need for this type of program.

Recommendations

A project coordinator and administrative assistant would continue the revision and development of course materials, as well as marketing the project and maintaining efficient procedures for evaluation and delivery of the courses.

2. **The three delivery modes tested during the project should be continued.**

All courses should be offered in the Fall and Winter terms through telephone-tutored correspondence, subject to sufficient registrations to warrant hiring a tutor for a specific course. For the Spring term, the courses which are required for the completion of the basic certificate should be offered through telephone-tutor correspondence mode.

For teleconference mode, the following schedule is recommended for the next two years:

Fall 1987	Winter 1988	Fall 1988	Winter 1989
RLT 9/10	RLT 9/10	RLT 9/10	RLT 9/10
RLT 14	RLT 13	RLT 13	RLT 14
RLT 23	RLT 21	RLT 23	RLT 24
RLT 22	RLT 26	RLT 28	RLT 29
RLT 25	RLT 27	RLT 32	RLT 31

On-site courses should continue to be arranged with cooperating institutions. Registration fees and cost sharing should be negotiated on an individual basis.

3. **Course fees should be set to recover operating costs and approximately half of the administration costs.**

There is a need to keep registration fees as low as possible so that the students are not unnecessarily penalized for their inability to attend on-campus classes. If SAIT continues to absorb approximately one-half of the administrative costs, the course fee of $101 will be feasible.

4. **Courses should continue to be developed to meet the changing nature of libraries and the needs of rural students and an on-going revision policy should be established.**

The effectiveness of the RLT distance education courses is due in part to their currency and relevancy. A full-time coordinator will be able to provide for some of the required course revisions, but additional funding will be required for the remaining course revisions and for new course development.

Recommendations

The following is a recommended course revision schedule:

Course	Next Revision Date	Revision Frequency
RLT 9/10	1990	3 years
RLT 13	1989	2 years
RLT 14	1989	2 years
RLT 21	1990	4 years
RLT 22	1990	4 years
RLT 23	1989	2 years
RLT 24	1988	4 years
RLT 25	1988	4 years
RLT 26	1988	4 years
RLT 27	1990	3 years
RLT 28	1989	3 years
RLT 29	1990	3 years
RLT 31	1988	3 years
RLT 32	1989	2 years
RLT 39	1988	4 years

This schedule provides for no course being older than four years, with no more than five courses needing to be revised each year. Courses which deal with material that is likely to change frequently, such as microcomputers and government policies should be updated every two years.

5. **SAIT should take advantage of the wide-spread interest in the project, continuing and expanding marketing efforts to recovery some of the administrative costs of delivering the project and maintaining the currency and relevancy of the course materials.**

During the last year of the project, SAIT has pursued (with the permission of Grant MacEwan Community College) licensing agreements for RLT course materials and consultative services with two extra-provincial agencies. Cooperative delivery agreements and other licensing agreements should be explored both within Canada and internationally.

APPENDICES

Appendix A: Student Profile Data

Appendix B: 1986/87 Course Evaluation Data

Appendix C: Student Pilot Test Evaluation Form

Appendix D: Supervisor Pilot Test Evaluation Form

Appendix E: Student Pilot Test Evaluation Data

Appendix F: Supervisor Pilot Test Evaluation Data

Appendix G: Delivery Costs

Appendix H: ODEA Mode Filter

APPENDIX A
STUDENT PROFILE DATA

Table 1 PARTICIPANT AGE

Table 2 MARITAL STATUS

Table 3 NUMBER OF CHILDREN

Table 4 POSITION IN LIBRARY

Table 5 WORK HOURS PER WEEK

Table 6 LENGTH OF SERVICE

Table 7 LIBRARY TYPE BY MAJOR CATEGORY

Table 8 GRADES COVERED IN SCHOOL AND COMBINED LIBRARIES

Table 9 LIBRARY SIZE: BOOKS

Table 10 LIBRARY SIZE: PERIODICALS

Table 11 LIBRARY SIZE: AUDIOVISUAL ITEMS

Table 12 LIBRARY STAFF

Table 13 HIGHEST LEVEL OF EDUCATION

Appendix A: Student Profile Data

Table 1

PARTICIPANT AGE

Age Group	Percentage
Under 20	0.6
20-29	10.9
30-39	40.7
40-49	33.2
50-59	12.6
60 and over	2.0
N = 356	Mean = 35

Table 2

MARITAL STATUS

Status	Percentage
Married	86.7
Divorced	4.2
Widowed	2.8
Single	5.7
Separated	.6
N = 354	

Table 3

NUMBER OF CHILDREN

Children	Percentage
1 or more children	90.1
1 or more pre-school	13.1
1 or more school age	66.5
1 or more other age children	37.0
N = 358	Mean number children = 2.4

Table 4

POSITION IN LIBRARY

Position	Percentage
Teacher-librarian	1.9
Library aid/assistant	23.4
Librarian	28.7
Library clerk	29.9
Library technician	1.3
Volunteer	8.7
Board member	1.5
Other	4.6
N = 321	

Table 5

WORK HOURS PER WEEK

Hours	Percentage
Less than 10	22.7
10-19	20.6
20-29	19.6
30 and over	37.1
N = 344	Mean = 21.3

Table 6

LENGTH OF SERVICE

Years	Percentage
2 or Less	39.5
3-5	26.7
6-8	12.8
9-11	14.0
12 or more	7.0
N = 344	Mean = 5.0

Appendix A: Student Profile Data

Table 7

LIBRARY TYPE BY MAJOR CATEGORY

Type	Percentage
Public Only	37.0
School Only	52.5
Combined	10.5
N = 326	

Table 8

GRADES COVERED IN SCHOOL AND COMBINED LIBRARIES

Grades Covered	Percentage
Elementary only	32.5
Elementary-Junior High	28.0
Junior High only	3.0
Elementary-Junior High-Senior High	23.5
Junior High-Senior High	9.5
Senior High only	3.5
N = 200	

Table 9

LIBRARY SIZE: BOOKS

Books	Percentage
Less than 2000	6.5
2000 - 4000	17.5
4001 - 6000	18.2
6001 - 8000	12.3
8001 - 10,000	17.5
Over 10,000	27.9
N = 308 Median = 8000	Mean = 8967

Table 10

LIBRARY SIZE: PERIODICALS

Periodicals	Percentage
10 or less	25.9
11 - 20	25.2
21 - 30	22.3
31 - 40	11.7
41 - 50	5.8
Over 50	9.1
N = 309 Median = 20	Mean = 28.7

Table 11

LIBRARY SIZE: AUDIOVISUAL ITEMS

Audiovisual Items	Percentage
None	28.2
1 - 100	42.4
101 - 200	6.2
201 - 300	3.9
301 - 400	5.9
Over 400	13.6
N = 309 Median = 40	Mean = 371.5

Appendix A: Student Profile Data

Table 12

LIBRARY STAFF

Number of Staff	Type of Staff (%) Part-time	Full-time	Total Staff
None	32.6	43.7	5.4
One	35.1	41.3	43.1
Two	15.7	10.4	24.2
Three	8.8	1.2	9.8
Four or more	7.8	3.4	17.6
N =	319	327	218

Mean (Total staff) = 2.2

Table 13

HIGHEST LEVEL OF EDUCATION

Education	Percentage
Grade 9 or less	2.5
Some high school	12.6
High school diploma	25.8
Some post-secondary	38.8
College diploma	9.3
University degree	11.0

N = 356

APPENDIX B
1986/87 COURSE EVALUATION DATA

Table 1 COURSE ENROLLMENT DATA

Table 2 DELIVERY MODE

Table 3 FINAL COURSE GRADE

Table 4 STUDENT PERCEPTIONS OF COURSE MATERIALS

Table 5 STUDENT PERCEPTIONS OF DELIVERY MODES

Table 6 STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR

Table 7 STUDENT PERCEPTIONS OF COURSE MATERIALS BY DELIVERY MODE WITHIN EACH COURSE

Table 8 STUDENT PERCEPTIONS OF DELIVERY BY DELIVERY MODE WITHIN EACH COURSE

Table 9 STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY DELIVERY MODE WITHIN EACH COURSE

Table 10 STUDENT PERCEPTIONS OF COURSE MATERIALS BY TYPE OF LIBRARY WITHIN EACH COURSE

Table 11 STUDENT PERCEPTIONS OF DELIVERY BY TYPE OF LIBRARY WITHIN EACH COURSE

Table 12 STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY TYPE OF LIBRARY WITHIN EACH COURSE

Appendix B: 1986/87 Course Evaluation Data

Table 1

COURSE ENROLLMENT DATA

Course	Course Title	Number of Students
RLT 9/10	Introduction to Library Training	265
RLT 13	Basic Library Management	123
RLT 14	Information Services	67
RLT 21	Communication Skills	27
RLT 22	Library Marketing	24
RLT 23	Basic Collection Development	23
RLT 24	Collection Development, Reader's Guidance, and Programming for Children	33
RLT 25	Collection Development, Reader's Guidance, and Programming for Young Adults	21
RLT 27	Acquisitions and Serials	26
RLT 28	Collection Organization	50
RLT 32	Microcomputer Applications for Small Libraries	17
Total		676

Table 2

DELIVERY MODE

Course	Number of Students Correspondence	Teleconference	On-site
RLT 9/10	162	103	-
RLT 13	91	32	-
RLT 14	67	-	-
RLT 21	27	-	-
RLT 22	-	-	24
RLT 23	23	-	-
RLT 24	13	-	20
RLT 25	21	-	-
RLT 27	-	-	26
RLT 28	22	8	20
RLT 32	17	-	-
	Enrollment for Each Mode		
Number	443	143	90
Percentage	65.5	21.2	13.3

Appendix B: 1986/87 Course Evaluation Data

Table 3

FINAL COURSE GRADE

Grade	Number of Students										
	Tested/Revised Courses							Pilot Courses			
	RLT 9/10	RLT 13	RLT 14	RLT 23	RLT 24	RLT 28	RLT 32	RLT 21	RLT 22	RLT 25	RLT 27
Completed	250	118	64	23	32	47	14	22	22	19	25
Withdrew	12	5	3	0	0	2	3	5	1	2	0
Incomplete	3	0	0	0	1	1	0	0	1	0	1
	Percentage of Grades for Completed Students										
A	44.0	20.3	20.3	52.2	53.1	31.9	85.7	4.5	27.3	31.6	68.0
A-	36.4	41.5	39.1	39.1	37.5	34.0	0.0	18.2	45.5	36.8	16.0
B+	9.2	22.9	10.9	4.3	6.3	12.8	7.1	13.6	18.2	5.3	4.0
B	2.8	9.3	15.9	4.3	0.0	8.5	7.1	31.8	4.5	5.3	12.0
B-	3.2	2.5	3.1	0.0	0.0	6.4	0.0	13.6	0.0	15.8	0.0
C+	1.6	0.0	7.8	0.0	0.0	4.3	0.0	4.5	4.5	5.3	0.0
C	1.6	0.0	1.6	0.0	3.1	2.1	0.0	0.0	0.0	0.0	0.0
C-	0.4	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
D+	0.0	0.8	1.6	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0
D	0.4	0.0	0.0	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0
F	0.4	0.8	0.0	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0

Table 4

STUDENT PERCEPTIONS OF COURSE MATERIALS

Question	Percentage NEGATIVE Responses										
	Tested/Revised Courses							Pilot Courses			
	RLT 9/10	RLT 13	RLT 14	RLT 23	RLT 24	RLT 28	RLT 32	RLT 21	RLT 22	RLT 25	RLT 27
Overall rating	0	0	0	0	3.7	0	0	0	17.7	0	10.5
Understandability	.5	0	2.0	0	0	4.9	0	0	6.3	0	5.6
Quality of printing	0	0	2.0	0	0	2.5	0	0	0	0	0
Receive materials on time	4.5	4.0	2.0	11.8	7.4	9.8	0	0	29.5	0	0
Purpose/content well explained	2.0	0	0	0	0	0	0	0	0	0	5.3
Presented in logical step by step sequence	.5	0	0	0	0	2.4	0	0	0	11.8	5.9
Up-to-date	0	0	2.0	0	7.4	0	0	0	0	0	0
Too comprehensive or not comprehensive enough	8.1	4.9	8.0	0	0	12.5	0	0	17.7	0	16.7
Relevant to student	13.6	3.0	4.0	11.0	11.0	5.0	16.7	0	41.2	0	10.0
Assignments appropriate in content	2.5	0	0	5.6	11.5	2.4	0	17.7	35.3	0	27.8
Assignments appropriate in length	1.5	2.0	0	0	12.5	2.5	0	43.8	62.5	25.0	33.3
Assignments interesting	3.0	0	0	0	11.1	2.4	0	0	17.7	0	10.0
Clear information about assignments, weights, and due dates	1.0	1.0	2.0	0	3.7	2.4	0	0	0	0	5.0
Quality of audio-visuals	NA	NA	9.5	6.3	NA	NA	9.1	NA	NA	NA	NA
Accessability of equipment	NA	NA	7.1	0	NA	NA	0	NA	NA	NA	NA
Test measured achievement well	2.2	0	4.0	5.6	8.7	5.4	0	0	7.1	0	0
Effectiveness and applicability of textbook (if used)	NA	NA	4.3	NA	NA	4.0	0	5.9	NA	0	NA
N varied from	(179-201)	(91-102)	(42-50)	(16-18)	(23-27)	(25-41)	(11-12)	(16-17)	(14-17)	(9-18)	(15-20)

Table 5

STUDENT PERCEPTIONS OF DELIVERY MODES

Question	Percentage NEGATIVE Responses										
	Tested/Revised Courses							Pilot Courses			
	RLT 9/10	RLT 13	RLT 14	RLT 23	RLT 24	RLT 28	RLT 32	RLT 21	RLT 22	RLT 25	RLT 27
Difficulty with equipment	24.0	14.1	2.2	6.7	36.0	3.0	0	NA	0	NA	0
Use of postal system	14.6	17.8	20.4	33.3	29.2	13.5	16.7	41.2	33.3	33.3	16.7
Problems with travel	9.9	8.1	6.1	NA	8.0	9.4	NA	NA	11.8	NA	5.6
Problems with time of class or with time of tutor calls	13.2	16.3	25.0	25.0	11.5	5.1	8.3	17.7	6.3	5.9	0
Problems with classroom	8.1	1.9	3.7	NA	0	3.5	NA	NA	0	NA	0
Problems with home study environment	37.8	40.6	48.0	38.9	46.2	51.2	8.3	47.1	76.5	58.8	47.4
N varied from	(142-201)	(52-101)	(33-50)	(15-18)	(24-26)	(29-41)	(8-12)	(11-17)	(13-17)	(17-18)	(11-19)

Table 6

STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR

Question	Percentage NEGATIVE Responses										
	Tested/Revised Courses							Pilot Courses			
	RLT 9/10	RLT 13	RLT 14	RLT 23	RLT 24	RLT 28	RLT 32	RLT 21	RLT 22	RLT 25	RLT 27
Knowledge	2.1	0	0	0	3.7	0	0	0	0	0	0
Preparation for class	7.5	2.0	2.1	0	0	4.9	0	0	0	0	0
Availability to help	3.4	1.1	0	7.1	0	0	0	7.1	0	0	0
Promptness of assignment return	2.6	7.1	8.5	23.5	8.7	2.4	0	17.6	0	5.8	0
Ability to explain points	1.6	1.0	0	0	0	2.4	0	0	0	0	0
Ability to motivate	5.3	2.0	0	0	0	0	0	5.9	0	0	0
N varied from	(148-194)	(89-102)	(44-49)	(13-17)	(23-27)	(35-41)	(11-12)	(14-17)	(16-17)	(16-17)	(17-19)

Table 7

STUDENT PERCEPTIONS OF COURSE MATERIALS BY DELIVERY MODE WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses											
	RLT 9/10			RLT 13			RLT 24		RLT 28		
	crs	telec	on-s	crs	telec	on-s	crs	telec/on-s	crs	telec	on-s
Overall rating	0	2.3		0	0		0	7.7	0	0	0
Understandability	1.0	1.1		0	0		0	0	5.0	0	6.3
Quality of the printing	1.0	1.1		0	0		0	0	5.0	0	0
Receive materials on time	4.4	4.6		3.9	3.2		0	7.7	10.0	0	12.5
Purpose/content well explained	1.0	3.5		0	0		0	0	0	0	0
Presented in logical sequence	0	0		0	0		0	0	0	0	6.3
Up-to-date	0	0		0	0		0	15.4	0	0	0
Too comprehensive or not comprehensive enough	8.1	11.5		3.8	9.7		0	0	21.1	0	6.3
Relevant to student	13.1	17.4		2.6	3.2		0	23.1	5.3	0	6.3
Assignments appropriate in content	2.2	3.5		0	0		0	23.1	0	0	6.3
Assignments appropriate in length	1.5	0		2.6	0		0	30.0	0	0	6.3
Assignments interesting	2.2	3.5		0	0		0	23.1	5.0	0	0
Clear information about assignments weights, and due dates	0	0		1.3	0		0	7.8	0	14.3	0
Quality of audio-visuals	NA	NA		NA	NA		NA	NA	NA	NA	NA
Accessability of a.v. equipment	NA	NA		NA	NA		NA	NA	NA	NA	NA
Test measured achievement well	1.0	5.3		1.4	0		0	22.2	5.3	0	7.7
Effectiveness and applicability of textbook (if used)	NA	NA		NA	NA		NA	NA	0	0	10.0
N varied from	(179-201)			(91-102)			(23-27)		(25-41)		

crs = correspondence, telec = teleconference, on-s = on-site
Chi-square test was used across delivery mode within each course.
In no cases were differences statistically significant beyond $p < .05$ using chi-square test with 2 d.f.

Table 8

STUDENT PERCEPTIONS OF DELIVERY BY DELIVERY MODE WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses											
	RLT 9/10			RLT 13			RLT 24		RLT 28		
	crs	telec	on-s	crs	telec	on-s	crs	telec/on-s	crs	telec	on-s
Difficulty with equipment	4.2	54.7*		4.4	36.7*		0	69.2*	5.3	0	0
Use of postal system	14.1	12.8		11.5	32.3*		25.0	33.3	5.0	57.1*	8.3
Problems with travel	6.9	9.3		2.7	14.3		0	15.4	10.0	14.3	6.3
Problems with time of class or with time of tutor calls	11.9	15.9		17.6	12.9		23.1	0	5.6	14.3	0
Problems with classroom	1.9	10.6		3.6	0		0	0	0	14.3	0
Problems with study environment	40.6	29.6		41.0	35.5		38.5	53.9	35.0	42.9	75.0*
N varied from	(142-201)			(52-101)			(24-26)		(29-41)		

crs = correspondence, telec = teleconference, on-s = on-site
Chi-square test was used across delivery mode within each course.
* Statistically significant difference beyond $p < .05$ using chi-square test with 2 d.f.

Table 9

STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY DELIVERY MODE WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Response								
	RLT 10			RLT 13			RLT 24		RLT 28		
	crs	telec	on-s	crs	telec	on-s	crs	telec/on-s	crs	telec	on-s
Knowledge	0	4.8*		0	0		0	0	0	0	0
Preparation for class	1.6	17.1*		2.6	0		0	0	0	14.3	6.3
Availability to help	7.1	0		0	3.6		0	0	0	0	0
Promptness of assignment return	4.5	1.2		5.3	13.0		8.3	10.0	0	14.3	0
Ability to explain points	0	3.7		1.3	0		0	0	0	14.3	0
Ability to motivate	1.0	13.1 *		1.3	3.2		0	0	0	0	0
N varied from	(148-194)			(89-102)			(23-27)		(35-41)		

crs = correspondence, telec = teleconference, on-s = on-site
Chi-square test was used across delivery mode within each course.
* Statistically significant beyond $p < .05$ using chi-square test with 2 d.f.

Table 10

STUDENT PERCEPTIONS OF COURSE MATERIALS BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses					
	RLT 10		RLT 13		RLT 14	
	public	school	public	school	public	school
Up-to-date	0	0	0	0	0	4.6
Too comprehensive or not comprehensive enough	10.1	7.5	7.9	1.9	8.0	8.7
Relevant to student	10.3	14.8	0	3.7	0	8.7
Assignments appropriate in content	1.5	3.7	0	0	0	0
Assignments appropriate in length	0	1.9	2.7	1.9	0	0
Assignments interesting	2.9	3.7	0	0	0	0
Quality of audio-visuals	NA	NA	NA	NA	10.0	9.5
Accessability of equipment	NA	NA	NA	NA	13.6	0
Test measured achievement well	3.2	2.1	0	2.1	4.0	4.4
N varied from	(158-179)		(81-92)		(41-48)	

Only those questions to which at least 5% of the students responded negatively (as reported in Table 4) are reported in this table.
In no cases were differences significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 10 Continued

STUDENT PERCEPTIONS OF COURSE MATERIALS BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses							
	RLT 23		RLT 24		RLT 28		RLT 32	
	public	school	public	school	public	school	public	school
Up-to-date	0	0	0	12.5	0	0	0	0
Too comprehensive or not comprehensive enough	0	0	0	0	20.0	9.1	0	0
Relevant to student	14.3	12.5	0	18.8	0	9.1	0	25.0
Assignments appropriate in content	14.3	0	0	12.5	9.1	0	0	0
Assignments appropriate in length	0	0	0	13.3	9.1	0	0	0
Assignments interesting	0	0	0	6.3	0	4.6	0	0
Quality of audio-visuals	0	14.3	NA	NA	NA	NA	0	0
Accessability of equipment	0	0	NA	NA	NA	NA	0	0
Test measured achievement well	0	12.5	0	7.1	0	5.0	0	0
N varied from	(14-15)		(19-21)		(22-23)		(10-11)	

Only those questions to which at least 5% of the students responded negatively (as (as reported in Table 4) are reported in this table.
In no cases were differences differences significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 10 Continued

STUDENT PERCEPTIONS OF COURSE MATERIALS BY TYPE OF LIBRARY WITHIN EACH COURSE
Pilot Courses

Question	Percentage NEGATIVE Responses							
	RLT 21		RLT 22		RLT 25		RLT 27	
	public	school	public	school	public	school	public	school
Up-to-date	0	0	0	0	0	0	0	0
Too comprehensive or not comprehensive enough	0	0	0	9.1	0	0	20.0	9.1
Relevant to student	0	0	33.3	45.5	0	0	0	9.1
Assignments appropriate in content	22.2	0	0	36.4	0	0	9.1	0
Assignments appropriate in length	44.4	20.0	66.7	60.0	30.0	20.0	9.1	0
Assignments interesting	0	0	0	18.2	0	0	0	4.6
Quality of audio-visuals	NA	NA	NA	NA	NA	NA	NA	NA
Accessability of equipment	NA	NA	NA	NA	NA	NA	NA	NA
Test measured achievement well	0	0	0	0	0	0	0	5.0
N varied from	(14-15)		(13-14)		(15-17)		(32-33)	

Only those questions to which at least 5% of the students responded negatively (as reported in Table 4) are reported in this table.
In no cases were differences significant beyond $p < .05$ using chi-square test with 1 d.f.

Appendix B: 1986/87 Course Evaluation Data

Table 11

STUDENT PERCEPTIONS OF DELIVERY MODE BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses					
	RLT 9/10		RLT 13		RLT 14	
	public	school	public	school	public	school
Difficulty with equipment	17.7	24.0	8.1	19.2	0	5.0
Use of postal system	12.9	12.2	10.5	15.1	4.2	34.8*
Problems with travel	4.0	8.0	5.0	11.1	7.1	5.6
Problems with time of class or with time of tutor calls	17.1	9.4	22.2	11.3	21.7	26.1
Problems with classroom	7.1	6.3	0	2.9	8.3	0
Problems with home study environment	38.0	34.3	44.7	34.0	52.0	43.5
N varied from	(177-179)		(49-91)		(27-47)	

Chi-square test was used across type of library within each course.
* Statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 11 Continued

STUDENT PERCEPTIONS OF DELIVERY MODE BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses							
	RLT 23		RLT 24		RLT 28		RLT 32	
	public	school	public	school	public	school	public	school
Difficulty with equipment	16.7	0	25.0	31.3	0	5.6	NA	NA
Use of postal system	28.6	37.5	0	28.6	0	4.8	0	25.0
Problems with travel	NA	NA	0	0	0	5.6	NA	NA
Problems with time of class or with time of tutor calls	28.6	16.7	40.0	6.7	11.1	4.6	0	0
Problems with classroom	NA	NA	0	0	0	0	NA	NA
Problems with home study environment	57.1	25.0	50.0	37.5	54.6	50.0	33.0	0
N varied from	(7-15)		(18-20)		(23-33)		(7-11)	

Chi-square test was used across type of library within each course.
In no cases were differences statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 11 Continued

STUDENT PERCEPTIONS OF DELIVERY MODE BY TYPE OF LIBRARY WITHIN EACH COURSE
Pilot Courses

Question	Percentage NEGATIVE Responses							
	RLT 21		RLT 22		RLT 25		RLT 27	
	public	school	public	school	public	school	public	school
Difficulty with equipment	NA	NA	0	0	0	0	0	5.6
Use of postal system	33.3	50.0	33.3	11.1	36.4	33.3	0	4.8
Problems with travel	NA	NA	0	9.1	NA	NA	0	5.6
Problems with time of class or with time of tutor calls	22.2	0	0	0	0	0	11.1	4.6
Problems with classroom	NA	NA	0	0	NA	NA	0	0
Problems with home study environment	22.2	66.7	66.7	72.7	50.0	66.7	54.6	50.0
N varied from	(11-15)		(13-14)		(15-17)		(25-33)	

Chi-square test was used across type of library within each course.
In no cases were differences statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 12

STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses					
	RLT 9/10		RLT 13		RLT 14	
	public	school	public	school	public	school
Knowledge	1.5	1.9	0	0	0	0
Preparation for class	4.6	9.0	2.6	1.9	0	4.6
Availability to help	3.6	3.9	2.9	0	0	0
Promptness of assignment return	3.0	2.8	5.6	9.4	0	17.4*
Ability to explain points	1.5	1.0	2.6	0	0	0
Ability to motivate	1.5	7.8	2.6	1.9	0	0
N varied from	(131-173)		(81-92)		(45-47)	

Chi-square test was used across type of library within each course.
* Statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 12 Continued

STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY TYPE OF LIBRARY WITHIN EACH COURSE
Tested/Revised Courses

Question	Percentage NEGATIVE Responses							
	RLT 23		RLT 24		RLT 28		RLT 32	
	public	school	public	school	public	school	public	school
Knowledge	0	0	20.0	0	0	0	0	0
Preparation for class	0	0	0	0	0	4.6	0	0
Availability to help	0	16.7	0	0	0	0	0	0
Promptness of assignment return	14.3	42.9	0	0	0	0	0	0
Ability to explain points	0	0	0	0	0	0	0	0
Ability to motivate	0	0	0	0	0	0	0	0
N varied from	(11-15)		(18-21)		(29-33)		(10-11)	

Chi-square test was used across type of library within each course.
In no cases were differences statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

Table 12 Continued

STUDENT PERCEPTIONS OF INSTRUCTOR/TUTOR BY TYPE OF LIBRARY WITHIN EACH COURSE
Pilot Courses

Question	Percentage NEGATIVE Responses							
	RLT 21		RLT 22		RLT 25		RLT 27	
	public	school	public	school	public	school	public	school
Knowledge	0	0	0	0	0	0	0	0
Preparation for class	0	0	0	0	0	0	0	4.6
Availability to help	16.7	0	0	0	0	0	0	0
Promptness of assignment return	22.2	16.7	0	0	9.1	0	0	0
Ability to explain points	0	0	0	0	0	0	0	0
Ability to motivate	11.1	0	0	0	0	0	0	0
N varied from	(12-15)		(13-14)		(15-16)		(29-33)	

Chi-square test was used across type of library within each course.
In no cases were differences statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

APPENDIX C
STUDENT PILOT TEST EVALUATION FORM

Appendix C: Student Pilot Test Evaluation Form

Pilot Test Evaluation

For the last year you have been involved in a pilot project, testing Rural Library Training Project courses and working toward a basic level certificate in Small Library Operations. Most of the pilot students have achieved very high grades in the courses and demonstrated a significant improvement in test scores.

Now we would like to find out what you really use from all this information. Please answer the following questions to the best of your ability. We are not asking for your names, so do not be afraid to tell us what you found useless as well as what what useful.

The questions are arranged by course number so if you did not take a particular course please check the box that says "didn't take" and skip to the next section.

RLT 11 and 12 or **RLT 11 and SAIT LIT 120**: Program Orientation and Introduction to Library Terminology and Procedures

1. Were there any kind of study techniques taught in RLT 11 that you have continued to use as you take these and other courses? (e.g. underlining, prereading, categorizing)

_____

_____

_____

_____

_____

_____

2. Do you feel the section on taking exams was useful? Why or why not?

3. Have you made any changes in procedures in your library as a result of taking this course? (e.g. circulation, cataloging?) List three examples.

4. What agencies, people, or resources are you now using or referring people to that you did not know about or use before September 1985?

Appendix C: Student Pilot Test Evaluation Form

RLT 13: Basic Library Management

Did not take RLT 13 ..... [ ]

1. Did you conduct or have you plans to conduct a needs assessment for your library?

   Did not and will not do needs assessment ..... [ ]
   Conducted needs assessment ..... dates _____
   Will conduct assessment ..... dates _____

   What techniques will you (or did you) use?

   _____

   _____

   _____

   _____

   _____

2. Have you (or your administrators) determined your library's mission statement, goals, objectives? If so, when and how extensive was it?

   _____

   _____

   _____

   _____

   _____

3. Have you written a year end or annual report for your library board, administrators, or the public?

   Yes ..... [ ] No ..... [ ]

   Do you plan to do one this coming year? Why or why not?

   _____

   _____

   _____

4. Do you use volunteers?

   Yes ..... [ ] No ..... [ ]

   If so, have there been any changes in recruitment or use of the volunteers?

   _____

   _____

   _____

   _____

   _____

   _____

5. Do you feel you have a better understanding as a result of this course about the policies and recommended programs put forth by Alberta Education and Alberta Culture Library Services?

   Yes ..... [ ] No ..... [ ]

   What policies do you understand better and what use have you made of this knowledge?

   _____

   _____

   _____

   _____

   _____

   _____

Appendix C: Student Pilot Test Evaluation Form

RLT 14: Information Services

Did not take RLT 14 ..... [ ]

1. Have you developed an informational services policy?

   Yes ..... [ ] No ..... [ ]

   Did you submit the policy to your administrators or board?

   Yes ..... [ ] No ..... [ ]

   Any comments:

   _____

   _____

   _____

   _____

   _____

2. Have you ordered or do you plan to order any new reference tools? If so which ones and why?

   _____

   _____

   _____

   _____

   _____

3. What changes have you made in your reference interviewing techniques?

   _____

   _____

   _____

   _____

   _____

4. Have there been any changes in your search strategy?

5. What outside resources are you using for reference work?

Appendix C: Student Pilot Test Evaluation Form

RLT 23: Collection Development

Did not take RLT 23 ..... [ ]

1. Have you developed a collection development policy?

   Yes ..... [ ] No ..... [ ]

   If so, have you submitted this to your board or administrators?

   Yes ..... [ ] No ..... [ ]

2. What statistics do you collect in your library and what do you use them for?

   _____

   _____

   _____

   _____

   _____

3. What selection tools are you using or what tools do you have ordered either on ILL or for your own collection?

   _____

   _____

   _____

   _____

   _____

4. Have you made any changes in your selection procedures? If so, what changes?

   _____

   _____

   _____

   _____

   _____

5. Have you weeded your collection within the last year?

   Yes ..... [ ] No ..... [ ]

   If so, did you use the deselection criteria presented in this course?

   Yes ..... [ ] No ..... [ ]

6. Is there anything else from this course that you found useful and how was it implemented in your library?

_____

_____

_____

_____

_____

_____

RLT 32: Microcomputer Applications for Small Libraries

Did not take RLT 32 ..... [ ]

1. If you already had a microcomputer, what did you use from this course?

_____

_____

_____

_____

_____

_____

Are there any new applications that you are using now?

_____

_____

_____

_____

_____

Are you planning to expand your microcomputer use?

Yes ..... [ ] No ..... [ ]

If so, what are you planning to purchase or use?

_____

_____

_____

_____

_____

2. If you do not have a microcomputer, are you planning to acquire one?

Yes ..... [ ] No ..... [ ]

Have you submitted a proposal for acquisition of a microcomputer?

Yes ..... [ ] No ..... [ ]

If so, what do you want to use it for?

_____

_____

_____

_____

_____

IN GENERAL

1. How does your supervisor or administrator feel about your participation in these courses?

2. What other uses have you made of the information presented in these courses?

3. Any other comments?

Thank you for your time and thoughtful comments.

APPENDIX D
SUPERVISOR PILOT TEST EVALUATION FORM

Appendix D: Supervisor Pilot Test Evaluation Form

Supervisor Pilot Test Evaluation

1. Were you aware that your employee was participating in the Rural Library Training Project?

   Yes ..... [ ] No ..... [ ]

2. Have you or someone else connected with tne library provided financial support for this student?

   No ..... [ ]
   Yes, I have ..... [ ]
   Yes, someone else has ..... [ ]
   Who? _____

3. What is your position in regard to this employee?

   board chairman ..... [ ]
   head librarian ..... [ ]
   principal ..... [ ]
   other (please specify)
   _____

4. Were there any kind of study techniques taught that your employee has mentioned as being useful?

   Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

   If yes, what were they?

   _____

   _____

   _____

5. Were there any kind of problems with studying the courses that your employee has mentioned?

   Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

   What were they?

   _____

   _____

   _____

6. Have you noticed any changes in procedures in your library as a result of this program? (e.g. acquisitions, circulation, cataloging, marketing?)

   Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

   If yes, please list three examples.

   _____

   _____

   _____

7. Have you seen any evidence that patrons are being referred to outside resources for materials which the library does not have?

   Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

   If yes, please give an example.

   _____

   _____

8. Did you and your employees conduct or have you plans to conduct a needs assessment for your library?

   Did not and will not do needs assessment ..... [ ]
   Conducted needs assessment .... dates _____
   Will conduct assessment ..... dates _____
   Don't know ..... [ ]

   What techniques will you (or did you) use? Please give an example.

   _____

   _____

   _____

   _____

9. Have you (or your employees) determined your library's mission statement, goals, objectives?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If yes, when and how extensive was it?

_____

_____

_____

_____

10. Has your employee written a year end or annual report for the library board, administrators, or the public?

Yes ..... [ ]
No ..... [ ]
It is not her job to do one ..... [ ]
I do not want an annual report ... [ ]

Does she plan to do one this coming year?

Yes ..... [ ]
No ..... [ ]
It is not her job to do one ..... [ ]
I do not want an annual report ... [ ]

_____

_____

11. Are volunteers used in your library?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If so, have there been any changes in recruitment or use of the volunteers? Please give an example.

_____

_____

_____

12. Has your employee developed an informational services (reference) policy?

Yes ..... [ ]
No ..... [ ]
Don't know ..... [ ]
It is not her job to do one ..... [ ]
I do not want such a policy ..... [ ]

_____

_____

13. Has the library ordered any new reference books such as encyclopedias or almanacs in the last year?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If yes, please give examples.

_____

_____

_____

14. Has your employee developed a collection development policy?

Yes ..... [ ]
No ..... [ ]
Don't know ..... [ ]
It is not her job to do one ..... [ ]
I do not want such a policy ..... [ ]

15. In the last year have there been any changes in the way the materials for your library are selected?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If so, what changes?

_____

_____

_____

16. Has your library collection been weeded within the last year?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

17. Is there a microcomputer available for library use?

Yes ..... [ ]
No ..... [ ] (Skip to ques.22)
Don't know ..... [ ] (Skip to ques.23)

18. If yes, is it being used for library applications?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

19. If yes, how long has it been used by the library?

Since _____ 19 _____

20. Are there any new microcomputer applications since January 1986?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

Please give an example.

_____

_____

_____

21. Are you planning to expand the microcomputer use by your library?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If so, what are you planning to purchase or use?

_____

_____

_____

_____

22. If you do not have a microcomputer in your library, are you planning to acquire one?

Yes ..... [ ] No ..... [ ] Don't know ..... [ ]

If so, what do you think it will be used for?

_____

_____

_____

_____

23. Any other comments about the program or specific courses?

_____

_____

_____

_____

_____

_____

Thank you for your time and thoughtful comments. If you would be willing to participate in a follow-up telephone interview please sign your name and list your phone number. We will call to set up a suitable time.

Name _____ Phone _____

APPENDIX E
STUDENT PILOT TEST EVALUATION DATA

Table 1 RLT 11: STUDY SKILLS AND PROGRAM ORIENTATION
RLT 12: INTRODUCTION TO LIBRARY PROCEDURES AND TERMINOLOGY

Table 2 RLT 13: BASIC LIBRARY MANAGEMENT

Table 3 RLT 14: INFORMATION SERVICES

Table 4 RLT 23: COLLECTION DEVELOPMENT

Table 5 RLT 32: MICROCOMPUTER APPLICATIONS FOR SMALL LIBRARIES

Table 6 IN GENERAL

Appendix E: Student Pilot Test Evaluation Data

Table 1

RLT 11: STUDY SKILLS AND PROGRAM ORIENTATION
RLT 12: INTRODUCTION TO LIBRARY PROCEDURES AND TERMINOLOGY

Question	Percentage		
	Yes	No	No, But *
Study techniques used	88.0	12.0	0
Taking exams useful	78.0	22.0	0
Any changes in procedures	61.0	12.0	27.0
Listed resources now using	48.0	30.0	22.0

* As explained in the text, this category includes those who were not able to change procedures due to their position in the library.
N = 33

Table 2

RLT 13: BASIC LIBRARY MANAGEMENT

Question	Percentage		
	Yes	No	No, But *
Did or will do needs assessment	81.0	19.0	0
Determined your library's mission statement, goals, objectives?	70.0	30.0	0
Written a year end or annual report	36.0	64.0	0
Plan to do one this year	62.0	19.0	19.0
Used volunteers	64.0	36.0	0
Positive changes in use of volunteers	67.0	33.0	0
Better understanding of policies	89.0	11.0	0

* This category includes those who were not able to change procedures due to their position in the library.
N = 26

Table 3

RLT 14: INFORMATION SERVICES

Question	Percentage Yes	No	No, But *
Developed informational services policy	54.0	46.0	0
Submitted policy to administrators or board	69.0	31.0	0
Ordered new reference tools	65.0	26.0	9.0
Changes in reference interview techniques	75.0	10.0	15.0
Changes in search strategy	63.0	25.0	12.0
Listed outside resources	91.0	0	0

* This category includes those who were not able to change procedures due to their position in the library.
N = 24

Table 4

RLT 23: COLLECTION DEVELOPMENT

Question	Percentage Yes	No	No, But *
Developed collection development policy	43.0	57.0	0
Submitted to board	60.0	40.0	0
Statistics collected	85.0	10.0	5.0
Listed selection tools used	90.0	10.0	0
Changes in selection procedures	63.0	32.0	5.0
Listed changes	52.0	0	0
Weeded collection	87.0	13.0	0
Used deselection criteria in course	85.0	15.0	0
Listed other positive changes	57.0	0	0

* This category includes those who were not able to change procedures due to their position in the library.
N = 23

Appendix E: Student Pilot Test Evaluation Data

Table 5

RLT 32: MICROCOMPUTER APPLICATIONS FOR SMALL LIBRARIES

Question	Percentage Yes	No
Have Microcomputer	33.3	66.7
YES Microcomputer available		
Listed uses	67.0	33.0
New applications	67.0	33.0
Planning to expand use	100.0	0
Listed proposed purchases and uses	100.0	0
NO Microcomputer available		
Planning to acquire one	67.0	33.0

N = 9

Table 6

IN GENERAL

Question	Percentage Yes	No	Don't Know
Supervisor support	93.0	3.5	3.5
Used information presented	95.0	5.0	0
Listed other positive comments	88.0	12.0	0

N = 28

APPENDIX F
SUPERVISOR PILOT TEST EVALUATION DATA

Table 1 SUPERVISOR POSITION

Table 2 FINANCIAL SUPPORT

Table 3 STUDY TECHNIQUES

Table 4 CHANGES IN PROCEDURES

Table 5 LIBRARY MANAGEMENT

Table 6 ANNUAL REPORTS

Table 7 INFORMATION SERVICES

Table 8 COLLECTION DEVELOPMENT

Table 9 MICROCOMPUTER USE

Table 10 GENERAL COMMENTS ABOUT PROGRAM

Appendix F: Supervisor Pilot Test Evaluation Data

Table 1

SUPERVISOR POSITION

Position	Percentage
Board Chairman	29.0
Head Librarian	16.0
Principal	48.0
Other	6.0
N = 31	

Table 2

FINANCIAL SUPPORT

Support	Percentage
No financial support	27.0
School Board	33.0
Library Board	27.0
Other financial support	13.0
N = 31	

Table 3

STUDY TECHNIQUES

Question	Percentage		
	Yes	No	Don't Know
Useful study techniques mentioned	48.0	26.0	26.0
Problems with studying mentioned	61.0	32.0	6.0
N = 31			

Table 4

CHANGES IN PROCEDURES

Question	Percentage Yes	No	Don't Know
Sees positive changes in procedures	63.0	27.0	10.0

N = 30

Table 5

LIBRARY MANAGEMENT

Question	Percentage Yes	No	Don't Know
Conducted or have plans to conduct a needs assessment	90.0	0	10.0
Determined library's mission statement, goals, objectives	66.7	33.3	0
Volunteers used	70.0	30.0	0
Listed positive changes in volunteer management	53.0	47.0	0

N = 30

Table 6

ANNUAL REPORTS

Question	Percentage Yes	No	Not Her Job	Don't Want One
Employee written a year end report	36.0	36.0	27.0	0
Plan to do one this coming year	46.0	14.0	29.0	11.0

N = 30

Appendix F: Supervisor Pilot Test Evaluation Data

Table 7

INFORMATION SERVICES

Question	Percentage			
	Yes	No	Don't Know	Not Her Job
Developed informational services policy	30.0	43.0	17.0	10.0
Library ordered new reference books	100.0	0	0	0
Evidence of patrons referred to outside resources	79.0	10.0	10.0	0

N = 31

Table 8

COLLECTION DEVELOPMENT

Question	Percentage			
	Yes	No	Don't Know	Not Her Job
Developed a collection development policy	35.0	39.0	13.0	13.0
Positive changes in selection	52.0	42.0	6.0	0
Weeded library collection	87.0	13.0	0	0

N = 31

Table 9

MICROCOMPUTER USE

Question	Percentage Yes	No	Don't Know
Microcomputer for library use	45.0	55.0	0
YES Microcomputer available			
Used for library applications	64.0	37.0	0
New microcomputer applications	45.0	55.0	0
Plan to expand microcomputer use	57.0	43.0	0
NO Microcomputer available			
Planning to acquire one	31.0	50.0	19.0

N = 31

Table 10

GENERAL COMMENTS ABOUT PROGRAM

Comments	Percentage
Positive	85.0
Negative	5.0
Neutral	10.0
Listed name and phone for follow-up	61.0

N = 31

APPENDIX G
DELIVERY COSTS

Table 1 DELIVERY COSTS FALL 1986

Table 2 DELIVERY COSTS WINTER 1987

Table 3 PROJECTED DELIVERY COSTS

Appendix G: Delivery Costs

Table 1

DELIVERY COSTS FALL 1986

	RLT 9 Teleconf Province	RLT 10 Teleconf Province	RLT 13 Teleconf Province	RLT 22 On-Site Pilot	RLT 27 On-Site Pilot
Number of students	17	44	18	24	26
Cost factor per student					
Telephone	$0.61		$4.11	$3.38	$0.59
Postage and packing	$5.81	$7.86	$8.53	$5.98	$4.79
Tutor or instructor	$11.65	$5.32	$18.00	$27.21	$26.85
Materials	$13.00	$13.00	$6.00	$6.00	$6.00
Travel				$16.56	$15.28
Supervisor telephone	$4.00	$4.00	$4.00	$4.00	$4.00
Bridge and operator	$4.41	$6.82	$16.67		
Teleconference sites	$9.10	$8.27	$20.23		
ConEd administration	$12.00	$24.00	$24.00	$24.00	$24.00
RLT administration	$10.50	$21.00	$21.00	$21.00	$21.00
Total cost/student (no admin)	$48.58	$45.27	$77.54	$63.12	$57.51
Total cost/student (with admin)	$71.08	$90.27	$122.54	$108.12	$102.51
Revenue/student	$37.50	$75.00	$75.00	$46.00	$46.00
Balance/student (no admin)	$11.08-	$29.73	$2.54-	$17.12-	$11.51-
Balance/student (with admin)	$33.58-	$15.27-	$47.54-	$62.12-	$56.51-

Table 1 Continued

DELIVERY COSTS FALL 1986

	RLT 9 Corresp Province	RLT 10 Corresp Province	RLT 13 Corresp Province	RLT 14 Corresp Province	RLT 23 Corresp Province	RLT 24 Corresp Pilot	RLT 28 Corresp Pilot
Number of students	20	90	31	18	23	25	33
Cost factor per student							
Telephone	$6.94	$13.89	$21.97	$13.48	$1.02	$13.86	$22.11
Postage and packing	$5.79	$7.89	$8.35	$9.75	$6.87	$8.24	$7.44
Tutor or instructor	$23.00	$46.00	$46.00	$46.00	$46.00	$46.00	$46.00
Materials	$13.00	$13.00	$6.00	$5.75	$5.77	$6.00	$6.00
Travel							
Supervisor telephone	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00
Bridge and operator							
Teleconference sites							
ConEd administration	$12.00	$24.00	$24.00	$24.00	$24.00	$24.00	$24.00
RLT administration	$10.50	$21.00	$21.00	$21.00	$21.00	$21.00	$21.00
Total cost/student (no admin)	$52.73	$84.78	$86.32	$78.98	$63.66	$78.10	$85.55
Total cost/student (with admin)	$75.23	$129.78	$131.32	$123.98	$108.66	$123.10	$130.55
Revenue/student	$37.50	$75.00	$75.00	$75.00	$75.00	$46.00	$46.00
Balance/student (no admin)	$15.23-	$9.78-	$11.32-	$3.98-	$11.34	$32.10-	$39.55-
Balance/student (with admin)	$37.73-	$54.78-	$56.32-	$48.98-	$33.66-	$77.10-	$84.55-

Appendix G: Delivery Costs

Table 2

DELIVERY COSTS WINTER 1987

	RLT 9 Teleconf Province	RLT 10 Teleconf Province	RLT 13 Teleconf Province	RLT 24 On-site Province	RLT 28 On-site Province	RLT 25 Corresp Pilot	RLT 21 Corresp Pilot
Number of students	10	32	13	20	20	21	27
Cost factor per student							
Telephone	$1.39	$1.39	$0.47	$5.75	$4.27	$30.19	$24.96
Postage and packing	$9.09	$10.58	$17.66	$7.03	$6.82	$8.89	$9.78
Tutor or instructor	$10.95	$21.89	$29.08	$30.40	$30.40	$46.00	$46.00
Materials	$13.00	$13.00	$5.75	$5.75	$5.75	$6.00	$6.00
Travel				$8.51	$21.67		
Supervisor telephone	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00
Bridge and operator	$7.50	$7.03	$23.08				
Teleconference sites	$4.20	$5.62	$13.40				
ConEd administration	$12.00	$24.00	$24.00	$24.00	$24.00	$24.00	$24.00
RLT administration	$10.50	$21.00	$21.00	$21.00	$21.00	$21.00	$21.00
Total cost/student (no admin)	$50.12	$63.52	$93.44	$61.44	$72.91	$95.08	$90.74
Total cost/student (with admin)	$72.62	$108.52	$138.44	$106.44	$117.91	$140.08	$135.74
Revenue/student	$37.50	$75.00	$75.00	$46.00	$46.00	$46.00	$46.00
Balance/student (no admin)	$12.62-	$11.48	$18.44-	$15.44-	$26.91-	$49.08-	$44.74-
Balance/student (with admin)	$35.12-	$33.52-	$63.44-	$60.44-	$71.91-	$94.08-	$89.74-

Table 2 Continued

DELIVERY COSTS WINTER 1987

	RLT 9 Corresp Province	RLT 10 Corresp Province	RLT 13 Corresp Province	RLT 14 Corresp Province	RLT 24 Corresp Province	RLT 28 Corresp Pilot	RLT 32 Corresp Pilot
Number of students	20	28	60	49	13	22	17
Cost factor per student							
Telephone	$14.00	$28.00	$17.76	$17.81	$20.25	$19.58	$13.44
Postage and packing	$5.78	$8.07	$8.49	$8.16	$8.73	$7.57	$6.55
Tutor or instructor	$23.00	$46.00	$46.00	$46.00	$46.00	$46.00	$46.00
Materials	$13.00	$13.00	$5.75	$5.75	$5.75	$5.75	$6.50
Travel							
Supervisor telephone	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00	$4.00
Bridge and operator							
Teleconference sites							
ConEd administration	$12.00	$24.00	$24.00	$24.00	$24.00	$24.00	$24.00
RLT administration	$10.50	$21.00	$21.00	$21.00	$21.00	$21.00	$21.00
Total cost/student (no admin)	$59.77	$99.07	$82.00	$81.72	$84.73	$82.90	$76.49
Total cost/student (with admin)	$82.27	$144.07	$127.00	$126.72	$129.73	$127.90	$121.49
Revenue/student	$37.50	$75.00	$75.00	$75.00	$75.00	$75.00	$75.00
Balance/student (no admin)	$22.27-	$24.07-	$7.00-	$6.72-	$9.73-	$7.90-	$1.49-
Balance/student (with admin)	$44.77-	$69.07-	$52.00-	$51.72-	$54.73-	$52.90-	$46.49-

Appendix G: Delivery Costs

Table 3

PROJECTED DELIVERY COSTS

Cost factors	Teleconference	On-Site	Correspondence
Telephone	$1.16	$3.30	$18.00
Postage and packing	$9.98	$6.06	$8.16
Tutor or instructor	$15.30	$28.52	$46.00
Materials	$10.94	$5.89	$7.73
Travel		$15.54	
Supervisor telephone	$4.00	$4.00	$4.00
Bridge and operator	$10.52		
Teleconference sites	$10.11		
ConEd administration	$24.00	$24.00	$24.00
RLT administration	$21.00	$21.00	$21.00
Total cost/student (no admin)	$62.01	$63.31	$83.89
Total cost/student (with admin)	$107.01	$108.31	$128.89
Revenue/student	$101.00	$101.00	$101.00
Balance/student (no admin)	$38.99	$37.67	$17.11
Balance/student (with admin)	$6.01-	$7.31-	$27.89-

APPENDIX H
ODEA MODE FILTER

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Distance Education Mode Filter

LEGEND	High	Medium	Low	Varying Values
Learner	●	◗		V
Deliverer	●	◗		V
Infrastructure	●	◗		V

• CHARACTERISTICS		• MODES: Classroom Inst.	Tutor	Practical Activities (self contained)	Practical Activities (with local support)	Print	Teleconferencing	Computer Conf.	Computer (CAI, CMI)	Television	Radio	Audiocassettes	Videocassettes	Videodiscs	Videotex		
Interactivity	Learner	◗	●	◗	V		◗	●	●				◗	●	◗		
	Deliverer	◗	●		V		◗	●	●						◗		
Flexability	Learner		●	●	◗	●		◗	V		◗	●	●	●	◗		
	Deliverer	●	◗				◗	◗		◗		●	●				
Individualization		◗	●	V	V	◗	◗	●	●			◗	◗	●	●		
Ease of Use	Learner	◗	●	V	◗		◗		V	◗	●	●	◗	◗	◗		
	Deliverer	●	◗	◗	◗							●					
	Infrastructure	●	●	●		●	◗				◗	●	◗	◗			
Affordability	Learner	◗	●	V	V	●	◗		V	●	●	●	◗	◗	◗		
	Deliverer	◗		V	V	●	◗				●	●					
Motivational Function		●	●	●	●		●	●	V	●	◗	◗	●	●	◗		
Pedagogical Functions (objectives)	Knowledge	◗	◗		V	●	◗	◗	●	◗	◗	◗	●	●	●		
	Understanding	●	●	◗	V	●	●	●	◗		◗	●	◗	◗	◗		
	Affective	●	◗		V	◗	◗			●	◗	◗	●	●			
	Psychomotor	◗	V	●	●					◗		◗	●	●	◗		

A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

EXTERNAL EVALUATION OF PHASE FOUR

FINAL SUMMATIVE REPORT

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Allen Ponak, Ph.D.
Professor
Faculty of Management
University of Calgary

October 1987

RURAL LIBRARY TRAINING PROJECT
EXTERNAL EVALUATION OF PHASE FOUR
FINAL SUMMATIVE REPORT

This summative evaluation is based on a review of the **Phase Four Final Summative Report**, discussion with members of the project team, and ongoing monitoring of the project's development and implementation. Based on the above, it is my conclusion that the project team has successfully accomplished program objectives as specified in the **First Phase Report** and listed on page 2 of this report.

1. To what degree have the project's curriculum and instructional units met the training needs of rural library staff and produced a measurable increase in library competence?

Both direct and indirect indicators provide solid evidence that the program is meeting the training needs of rural library staff. First, it is meeting a market test--courses are well subscribed and give no indication of declining. This is true in spite of a monetary cost (either to the enrollee or the sponsoring institution) and a personal time cost. If the program were not meeting needs, few people would be participating. Second, the students who begin the program stick with it

and tend to complete the program. This stands in sharp contrast to other comparable distance education programs. The RLT program has a high completion rate and low dropout rate. Third, the students themselves hold highly favourable perceptions of the courses' usefulness and are able to provide examples of the application of program content on the job. Fourth, those who supervise (and in many cases pay the tuition of) program enrollees hold favourable attitudes toward the program, demonstrate financial commitment to the program (tuition coverage, time off with pay, wage incentives for completion), and are able to provide examples of the program's applicability to the workplace.

That the program should score well on this objective is hardly surprising in light of the thorough needs analysis that was conducted at the development stage. The analysis provided invaluable information with respect to user population, training deficiencies, and pedagogical preferences. More to the point, the project team incorporated the needs analysis into curriculum and delivery design. This has contributed directly to the accomplishment of the first objective and, in general, to the overall success of the project.

The project team should be commended both for the quality of the needs assessment and for its very effective utilization.

2. To what degree has the project designed and developed a delivery system and network that can continue to provide library skills training in a cost effective manner?

This objective has two parts: 1) delivery system, and 2) cost effectiveness. With respect to delivery systems, two elements of the RLT approach stand out. First, the project team adopted a multi-delivery strategy, opting to allow potential users a "cafeteria style" selection of preferred delivery modes. This approach makes sense given the scattered nature of the population, their diverse pedagogical preferences, and the variety in facilities already in place around the province. Use of the multiple delivery approach contributed to program success. Second, the team decided not to reinvent the wheel but to use existing delivery systems wherever possible. This was made possible by the fairly advanced and sophisticated level of facilities (e.g., teleconferencing) already in place in Alberta. A by-product of this approach was the direct involvement of officials in the various communities where the program was offered, enhancing awareness of the program and probably commitment to it.

Therefore, I agree with the project team's assessment that they successfully established a delivery network, fulfilling the objective in this regard. Their use of ODEA guidelines is an appropriate basis for their analysis. Furthermore, the experience gained in utilizing existing facilities are transferable to other distance education initiatives.

With respect to **cost effectiveness**, the project team has provided a good breakdown of current costs and expected future costs across the three main delivery modes. Their recommendation regarding tuition is applauded as it ensures that ongoing operating costs are covered. The built-in administration costs may be seen to some extent as a book-keeping device, which will enable the initiating institutions to recover certain overhead costs. As long as operating costs continue to be more than offset by tuition, the level of administration "losses" should be absorbable and tolerable.

To the extent that student tuition pays for the program operating costs plus some institutional overhead, it can be said that the program is cost effective. It is somewhat more difficult to categorically state whether the courses could have been delivered more cheaply with the same delivery modes and high curriculum standards. My own observation of the project team is that they have been very cost conscious, having due (and appropriate) regard for quality.

It is my conclusion, therefore, that the program is cost effective.

There are several additional aspects of the overall project to which I wish to draw attention. First, a critical element in this project's success has been the ability of the project team to develop, maintain, and effectively utilize a database. This began with the needs analysis survey and continued with the development of a student information system which included demographic data, course progress, and teacher/course evaluations. Having an up-to-date system of this kind

permitted effective monitoring and on-going reviews and enabled information-driven adjustments to be made in the program.

Second, the project team was very willing to make changes in the program based on the pilot tests. This in no small way contributed to the instrumentality of the course content and high levels of satisfaction with the delivery system. There are too many cases where pilot test results which do not conform to project management expectations are simply ignored. In contrast, this project team made unusually good use of the pilot results.

Third, the project team, in particular Ms Marilyn Ming and Mr. Gary MacDonald, adopted a hands-on approach throughout the project. The project team was unwilling to simply let things happen; they went out and did what was necessary to ensure success. There is simply no substitute for this kind of involvement and commitment. It was as important as any other factor in the program's success.

In short, it is my conclusion that the Rural Library Training Project has successfully fulfilled its objectives of meeting the training needs of rural library staff, enhancing their competence, and accomplishing same in a cost-effective manner through a multi-delivery approach. The project team is to be highly commended on its efforts and congratulated on the success of the program.

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